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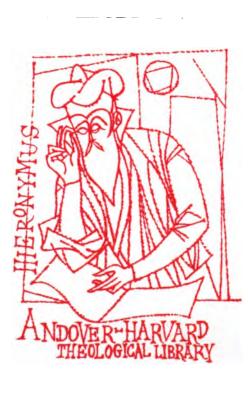
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BOSTON ACADEMY'S

COLLECTION OF CHURCH MUSIC:

CONSISTING OF THE MOST POPULAR

PSALM AND HYMN TUNES, ANTHEMS, SENTENCES, CHANTS, &.

Old and New:

TOGETHEE WITH MANY BEAUTIFUL PIECES, TUNES AND ANTHENS, SELECTED FROM THE MASSES AND OTHER WORKS OF Haydn, Mozart, Beethoven, Pergolesi, Righini, Cherubini, Romberg, Winter, Weber, Nägeli, Kübler, and other distinguished composers, arranged and adapted to English words expressly for this work:

INCLUMING, ALSO, ORIGINAL COMPOSITIONS BY GERMAN, ENGLISH AND AMERICAN AUTHORS.

LISHED UNDER THE DIRECTION OF THE BOSTON ACADEMY OF

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ADVERTISEMENT.

The BOSTON ACADEMY'S COLLECTION is published in conformity with one of the principal designs of the Institution, viz: to aid in the cultivation and advancement of Church Music.

It may be proper here to state that in the preparation of this work, no labor or expense has been spared to render it correct, and to enrich it with new and valuable music, while most of those approved tunes which have long been in general use, and which are associated with our most hallowed feelings the editors have been tenacious to retain. Numerous foreign publications have been obtained, particularly from the German schools, from which, selections and adaptations have been made. To modify and suit these to the style and measure of psalmody in this country, has cost an amount of time and labor which can scarcely be estimated by those unacquainted with the task. By an extensive correspondence, a number of original tunes have been procured, written by eminent foreign composers; also several valuable pieces from the pens of our own countrymen, in addition to those furnished by the Professors of the Academy. The work is particularly rich in set pieces, anthems, &c., which are numerous and suitable for singing societies and concerts, as well as for the various services of the church.

The Rudiments or Instructions in Singing, prefixed to the work, have been prepared on the Pestalozzian,—or, as it may properly be termed, "Nature's own system,"—by Mr. L. Mason, being principally an abstract of the author's "Manual of Iustruction," and which exhibits in a simple and clear manner, the very successful mode of instruction adopted in the schools of the Academy.

The Boston Academy of Music was established in January, 1833, and incorporated in March of the same year. The following is a list of the officers at the present time:

SAMUEL A. ELIOT, PRESIDENT.
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The contents of the following work may be conveniently classed as follows, namely:

First Class. Gregorian Chants, arranged as metrical tunes. The Gregorian Chant is the most ancient church music extant, and can be traced back with certainty to the time of Gregory, or even of Ambrose, in the fourth century. There is a beautiful simplicity in these chants, which renders their performance peculiarly appropriate to religious purposes. Indeed, their devotional effect cannot be exceeded, and is but seldom equalled. It gives great additional interest to the performance of these tunes, to know that they are derived from the songe of the earliest Christian worshippers, and, **may be, from the very tunes sung by Paul and Silas in prison, or at the institution of the Lord's supper. Hamburgh, p. 75, Patmos, p. 88,

Lathrop, p. 135, Olmutz, p. 138, Calmar, p. 139, and Nashville, p. 157, are of this class.

SECOND CLASS. The old metrical pealin and hyma tunes; among which are the following: Old Hundred, p. 75, London, p. 94, Dundee, p. 94, Burford, p. 107, Martyr's, p. 110, Elgia, p. 118, York, p. 119, St. Ann's, p. 124, and others. Some of these tunes may be traced back to the time of the reformation, and were among the first metrical tunes introduced into the church. They have been used for ages, and it is to be hoped that they may long continue to animate the devotions of Christians. This class of tunes will be found well adapted to be sung by the whole congregation. They were originally intended for this purpose, and for a long time were used in no other way; indeed the full effect of them cannot be produced by a choir of fifty or sixty performers. It depends on power, and such a degree of power is necessary as can be obtained only by the union of hundreds of voices, or of voices and instruments united.

Third Class. Tunes in a chanting style, many of which are derived from the compositions of the most calebrated masters of the old English school, as Morley, Tallis, Purcell, and others. These pieces (originally chants) are in general

Third Class. Tunes in a chanting style, many of which are derived from the compositions of the most calebrated masters of the old English school, as Morley, Tallis, Purcell, and others. The following are among the tunes of this class: Sunbury, p. 153, Tallis, p. 123, Eastport, p. 29, Appleton, p. 140, and others. These pieces (originally chants) are in general destitute of a flowing melody, and for this reason are well adapted to psalms and hymas consisting in narration, or such as are of a didactic character. They may also often be applied to words more strictly lyrical or devotional, but which require a chastened and subdued style of performance. The tunes of this class, although mostly derived from the works of old composers, are comparatively new in metrical psalmody. They afford a very pleasing variety, and are often quite appropriate and useful in public worship.

FOURTH CLASS. The most popular modern tunes, or such as have been composed since about the middle of the eighteenth century. This class includes the great body of English and American psalm and hymn tunes, as Dover, p. 154, Silver Street, p. 150, Shirland, p. 143, St. Thomas, p. 133, Dedham, p. 129, Howard, p. 122, St. John's, p. 96, Duke Street and Rothwell, p. 63, and many others. This is the class of tunes now most generally known, and in the present state of the art, most useful. In dignity and majesty of style, they fall far short of either

of the previous classes, but are better adapted to the capacity of common choirs.

FIFTH CLASS. Extracts from the works of the most celebrated German composers, as Haydn, Mozart, Beethoven, and others. These authors never wrote pealm and hymn tunes.—
Those tunes that are ascribed to them have been selected from their various works, vocal and instrumental, and arranged in their present form by other persons. In many instances, only
the principal ideas contained in the tune have been supplied by the arranger or compiler, and
it is usual to say: "Subject from Haydn," "Arranged from Mozart," &c. Many distinguished English composers have in this way become compilers, and have by their labors greatly
extended the boundaries of psalmody, and added much to the richness and variety of style of sacred music. Among these, are Gardiner, Taylor, Webbe and others. Tunes of this class
were first introduced into this country is the Handel and Haydn Collection; they have since been republished in many books of church music. This work will be found to contain many
tunes belonging to this class arranged expressly for it, and never before published. These melodies are often delicate, chaste, and beautiful in the highest degree; but as they require a
finished and tasteful style of performance, they cannot be very extensively used as common church tunes. See Bowen and Seasons, p. 47, Germany, p. 68, Malatha and Dallas, p. 194,
Cora, p. 197, Anfield, p. 198, Kutland, p. 201, Dane, p. 207, Zerah, p. 54, Salsbury, p. 164, Eryth, p. 205, Arcot, p. 278, and others.

Sixth Class. New tunes, composed by German, English, and American authors, many of which have been procured expressly for this work, and are now for the first time published. Of these, there are one hundred or more amongst which are the following, viz: Bathurst, p. 57, Ramoth, p. 59, Euphrates, p. 61, Euphrates, p. 66, Helam, p. 71, Jubal, p. 82, Ziph, p. 89, Laban, p. 95, Heath, p. 97, Melton, p. 199, Hajor, p. 103, Winnissimet, p. 108, Cyprus, p. 53, Judah, p. 122, Beza, p. 188, Claremont, p. 190, Asbury, p. 137, Seir and Gerah, p. 155, Reed and Matheson, p. 192, Broomfield, p. 240. To this class, which will be found to embrace a very great variety in style, also, being most of those tunes ascribed to Nageli, Kuhler, Laur, and Hiller. No one man in molern times, has done more, perhaps, to promote the cause of musical education and church music, than H. G. Nageli, to which great object he has been almost entirely devoted for many years. His psalm and hymn tunes are in a style both simple and novel; easy of performance, and yet often highly pleasing and effective.

The grateful acknowledgements of the Bostan Assademy of Music are due to those gentlemen, both European and American, who have furnished music for this work. Many original tanes were received, which, for want of room, a was impossible to insert. These may appear at some future time. In some cases, the names of the authors have been given with original tunes, but have often, at their own request, been withheld.

It is thought proper to say a few words in relation to those tunes whose rhymthmical construction is after the manner of Hebron, Downs, and Olmutz. These are usually designed to move in a smooth, gentle, and gliding style; Sotenulo, Legalo; they should be sung slowly, each measure taking about as much time as it will take to describe the three beats, by repeating, moderately, the words, "Downward best, Hither beat, Upward beat." These tunes, from their regular rhymthmical construction, may be made to conform to psalms and hymnessentially differing in their character, or expressive of very different emotions. They are easy of performance, and are equally adapted to the church, the social circle, or the family.

ANTHEMS AND SET PIECES. The variety in this department will be found to be very great, embracing much that is entirely new, selected from the highest source of musical excellence. Such are all those pieces adapted from the Masses of Haydn, Mozart, and other celebrated composers.

INTRODUCTORY RULES. These have been prepared with great care, according to the Pestalozzian system of instruction, and are executed of much experience. The advantage of this system are so great that it only requires to be known, to be universally adopted. It requires, however, to be studied by the teacher with the becomes familiar with the leading principles on which it always proceeds. The elementary principles of music presented in this way, afford a pleasing, useful, and intellects of study, as well to the teacher as to the scholar; they must be understood, and not merely committed tenuemory. It has been supposed by some, that the principal difference between the Pestalozzian and the old method of instruction, consists in the use of the Black Board. This is by so means true. It is believed that on either method the Black Board may been assential service, but it is not empressed to be any supresentation of the distinction between the vector of the use of the black Board, but in the admirable analysis of the elementary principles of music furnished by the Pestalozzian method, and in the practical mode of presenting these pargeophers to the ming of the pripil.

CHAPTER I.

GENERAL DIVISION.

- § 1. There are three distinctions made in musical sounds; or musical sounds differ from one another in three respects, viz:
 - § 2. (1) They may be long or short, (2) They may be high or low,

(3) They may be soft or loud.

- § 3. From the fact that these three distinctions exist in the nature of musical sounds, arises the necessity of three principal divisions of the subject, or of three different departments, one department being founded on each of the above distinctions.
- 4. (1) That department which is founded on the first distinction is

called RHYTHM, and relates to the *length* of sounds.

(2) That department which is founded on the second distinction

is called MELODY, and relates to the pitch of sounds.

(3) That department which is founded on the third distinction is called DYNAMICS, and relates to the *strength* or *force* of sounds.

6 5. General view.

Distinctions.

Long of Short.

High of Low.

Soft of Loud.

Departments.

Rhythm.

Melody.

Departments.

Subjects.

Length.

Pitch.

Strength. of Force.

§ 6. Each of these departments requires particular exercises, and should be pursued separately, until one department can no longer dispense with the others.

The following, and similar questions are to be asked by the teacher and answered

simultaneously by the whole school.

QUESTIONS.

How many distinctions are there in making a sounds?
What is the first distinction? Second? Third?

How many separate departments are there in the elementary princi-

What is the first department called? Second? Third? On what distinction in the nature of musical sounds is RHYTHM founded? Melody? Dynamics?

To what in the nature of musical sounds does RHYTEM relate?

Melody? Dynamics?

§ 7. These, and other following questions should be varied, and presented to the mind in all the different ways possible. Let the teacher be careful that the pupils obtain a clear idea of each different distinction; of the department founded upon that distinction; and of the subject of which the department treats, or to which it relates.

CHAPTER II.

PART I. EHYTHM: or

DIVISION OF TIME AND LENGTH OF SOUNDS.

- § 8. From the fact that musical sounds differ in respect to length, arises the necessity of a regular marking of the time as it passes, during the performance of music. This is the first essential requisite of all good performance. A practical knowledge of this is more difficult to acquire than any thing else relating to the subject, and singers are more deficient in this as a general thing, than in either of the other departments. Hence the school should commence with Rhythmical exercises.
 - § 9. During the performance of a piece of music, time passes away. This must be regularly divided into equal portions.

For illustrations of this subject see Mason's Manual of Instruction in the Elements

of Vocal Music, p. 35.

§ 10. Those portions of time into which music is divided are called MRASURES.

\$ 11. Measures are again divided in PARTS OF MEASURES.

12. A measure with two parts is called DOUBLE MEASURE,

" THREE " TRIPLE MEASURE;
" FOUR " QUADRUPLE MEASURE;
" SIX " SEXTUPLE MEASURE;

§ 13. The parts of measures are marked by a motion of the hand. This is called BEATING TIME.

NOTE. The teacher cannot be too grace in applies the pupils to beat time. Experience proves that it lies at the very foundation of cornect personness. If this is neglected, all subsequent instruction will be, comparatively, of latte value. In the following exercises the teacher should first give the example by making the proper motions; repeating at the same time those words which describe the motions, is dewaward beat, upward beat; or down, left, might, up; or one, two, three, &c. and afterwards require the pupils to imitate him. Do not tolerate a slow, dragging, or circuitous mation of the head; but let it pass instantly from one to the other.

§ 14. Double time has two motions or beats, viz: Downward beat | Triple? Quadruple? Sextuple? and Upward beat.

§ 15. Triple time has three beats, viz: Downward beat, Hither

beat and Upward beat.

§ 16. Quadruple time has four bests, viz: Downward beat, Hither beat, Thither beat and Upward beat.

§ 17. Sextuple time has six beats, viz: Downward beat, Downward beat, Hither beat, Thither beat, Upward beat, Upward beat,

Note. The hither beat is made horizontally to the left, the thither beat horizontally to the right. At the first downward beat in sextuple time, let the hand fall half the way, and at the second the remainder, at the first upward best lettle head rise half the way, and at the second the remainder. It is not necessary to exercise a chool much in Sextuple time. One measure in Quadruple time is equivalent to two measures in Double time, and one measure in Sextuple time is equivalent to two measures in Triple times

§ 18. The character used for separating the measures is called a bar, and is made thus:

§ 19. Double time is accepted on the first part of the measure. Triple time is accented on the first part of the measure.

Quadruple time is accented on the first and third parts of the measure. Sextuple time is accented on the first and fourth parts of the measure.

QUESTIONS.

What is that fact in the nature of musical sounds, from which arises the necessity of a regular division and marking of the time? What is the they are called notes. Notes represent the length of sounds. Made in most important requisite in all good performance? Ans. Correct time. this form, they are called Quarter notes, or Quarters. (Crotchets.)

What is that which is more difficult to acquire than any thing else in music? Ans. Correct time.

What is that in which singers are usually most deficient? Ans. Time. What is that to which those who are learning to sing, are usually un- sound. Exercise. The note representing a whole sound is made thus, willing to attend? Ans. Time.

What are those portions of time called, into which music is divided? § 10. What are those portions of time, smaller than measures, called? § 11. How many parts has double measure? Triple? Quadruple? Sextuple? How do we mark the different parts of measures in music? What is that motion of the hand called?

How many motions or beats has double measure, or double time?

ruple? Sextuple?

What is that character called which is used for separating measures? Note. Observe the difference between a bar and a measure. Do not call a measure a bar. On which part of the measure is double time accented? Triple? Quad-

CHAPTER III.

SINGING IN CONNEXION WITH BEATING TIME AND ACCENT.

§ 20. The teacher gives out a sound to the syllable la (a as in father or in far) at a suitable pitch say, E or F-first line or space, Treble clef, (disregarding the octave between male and female voices) and after repeating it frequently, calling the attention of the school to it in various ways, requires those who feel certain that they can make the sound right, to imitate him; afterwards he requires those who think it probable that they can make it right, to imitate; and finally, the whole.

21. The pupils are now required to beat and sing one la to each beat in different kinds of measure. Mind the accent.

§ 22. Beat Quadruple time and sing one la to each beat.

After this has been done the teacher may write on the black board as follows:

He then points and says-

The characters I have written, represent the sounds we have sung;

Note. The names crotchets, minims, &c. are given here, although it is strongly recommended to adhere to the more significant terms, Quarters, Halves, &c.

§ 23. A sound that continues as long as four quarters, is a whole and is called a whole note. (Semibreve.)

NOTE. It is repeated once for all, that in every exercise the teacher should himself first[give the example, the pupils beating the time, and afterwards require the pupils to imitate, or do the same thing.

§ 24. A sound that continues as long as two quarters is called a half sound. Exercise.

The note representing a half sound is made thus pand is called a half note. (Minim.)

§ 25. A sound that continues as long as three quarters is called three-quarters. Exercise. The note representing this sound is a dotted half, thus: P.

NOTE. Dotting a note adds one half to its length.

§ 26. Beat, and sing to each part of the measure, or to each beat, || called? How marked? two sounds. Exercise.

We now sing eighths; the note representing an eighth sound is made and is called an eighth note. (Quaver.)

and is called a Sixteenth. (Semiquaver.) made thus

5 28. The teacher may now exhibit all the notes at one view, showing their relative length, thus:



§ 29. Thirtyseconds (Demisemiquavers) may also be exhibited. but it is not necessary to exercise on them.

 \S 30. Sometimes three notes are sung to one part of a measure, or in the usual time of two notes of the same kind. When this is done the gure 3 is placed over or under them thus, ley are called triplets. Exercise on Triplets.

QUESTIONS.

By what characters do we represent the length of sounds? How many kinds of notes are there in common use? Ans. Five. What kind of a note is this ? (writing the note on the board.) What kind of a note is this ?? this ?? this ?? this ?? this 🙎 ? (64)

The teacher will question, also, as to the comparative length of notes.

When three notes are sung to one part of the measure, what are they

VARIETIES OF MEASURE.

§ 21. There are different varieties of Double, Triple, Quadruple Beat, and sing to each part of the measure, four sounds. and Sextuple time, obtained by the use of different notes on each part of We now sing Sixteenths; the note representing a sixteenth is the measure. Each variety of time is designated by figures, expressive of the contents of a measure, placed at the beginning of a piece of music.

§ 32. If the parts of quadruple measure are expressed by quarters,

the measure is called FOUR-FOUR measure, and is thus marked:

Note. The characters C or ass often used to denote quadruple and double measure. It is, however, recommended to discard the use of them, and substitute numerals in all cases.

§ 33. If the parts of quadruple measure are expressed by halves, the measure is called FOUR-TWO measure, and is thus marked:

§ 34. In the same manner let the teacher illustrate all the varieties of measure in common use, as in the following examples:

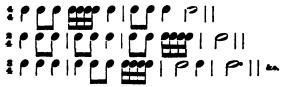
Double Measure.				Triple Measure.					Sextuple Measure.									
2	1	-	1	1 3		P,	P	18		•	\mathbf{H}	6		•	1	1	1	1
20	P	P	PI	3	P	P.	P	10	P	٢	11	8						
		•	1	:				15			11	١			-			

§ 25. Rhythmical lessons may now, or at an earlier period, at the discretion of the teacher, be written upon the board and sung, first by the teacher, and afterwards by the scholars. Both teacher and scholars should always beat the time, and also describe the motions, when not engaged in singing; but the scholars should never sing with the teacher, nor the teacher with the scholars. When the teacher sings, the pupils should listen, (always beating,) and when the pupils sing, the teacher should listen.

EXAMPLES.



§ 36. Different kinds of notes may also occur in the same measure. as in the following examples.



QUESTIONS.

How are different varieties of measure obtained? § 31.

By what do we designate the different varieties of measure? Ans. By figures. What do the figures placed at the beginning of a piece of music express? Ans. The contents of each measure.

posite to my what figures he shall place at the commencement of each.

CHAPTER V.

RESTS.

§ 37. We are often required in music to count or beat certain parts. of a measure, or a whole measure, or any number of measures in silence. This is called resting, and the sign for it is called a REST.

§ 38. Each note has its corresponding rest, which is of equal length

with the note it represents.

§ 39. Example. Whole rest. - Half rest. _ Quarter rest. -Eighth rest. \(\) Sixteenth rest. \(\)

The teacher exhibits the rests upon the board.

§ 40. Rhythmical exercises with rests.

QUARTER RESTS.

2 CCCP | 7 CCP | C 7 CCP | CCP 7 | | 167671667 | 76761666711

§ 41. The foregoing are given merely as examples of lessons which the teacher should write, and on which the school should exercise. If Quarter and Eighth rests are practically understood, there will be se difficulty with whole and half rests. The practise of Sixteenth rests may be introduced in a similar manner at a more advanced stage of the course.

§ 4.2. As a general rule, notes, when succeeded by rests, should be sung shorter than when succeeded by other notes.

NOTE. The teacher must labor to impress this upon the pupils. Teach them to fear a rest, and always to be prepared to stop short whenever one occurs, so as not to interfere with Teacher writes different varieties of measure, in the different kinds of time, and requires the | time which it requires. Singers are very apt to sing over or across the rests, and to pay the

QUESTIONS.

which requires us to beat in silence. How many kinds of rests are there made to get the right sounds. These cannot go on with the class profitably to themselves, or in common use? Are those notes which are succeeded by rests, to be sung shorter or longer, than in other circumstances?

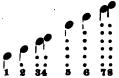
NOTE. The teacher is referred to the "Manual of the Boston Academy of Music" for a much more minute detail of the elements of Rhythm; and especially for a systematic Rhythmical classification of notes, or an exhibition of primitive and derived rhythmical relations; which, although not absolutely necessary, is of great advantage, provided the time and circum | department called which is founded upon this distinction? Of what does stances of a school will permit its introduction.

CHAPTER VI.

PART II. MELODY.

THE SCALE.

- § 43. Musical sounds may be high or low. Hence the necessity of that department in music called MELODY, which treats of the pitch of sounds.
- § 4.4. At the foundation of Melody lies a certain series of eight sounds, which is called the SCALE.
 - § 4.5. The scale may be represented by the following notes: thus



The teacher should write the above on the board.

§ 46. The sounds of the scale are known, or designated by numerals; thus we speak of the musical sound, one, two, three, &c.

The teacher should point to the written scale by way of illustration.

§ 47. The teacher says: Listen to a sound which I will give you, and which we will consider as one.

He then sings the syllable is (lah-a as in father) on C, on the added line below, Treble staff, or second space, Base, (omitting to distinguish between male and female voices,) and requires the pupils to imitate.

§ 48. The teacher now sings one, two, to the syllable la, and requires the pupils to do the same.

Thus he goes through the whole scale, singing always to the syllable as, and continuing until What is beating in silence, called? What is that character called the great majority can sing both the ascending and descending scale, correctly. A few will always be found, perhaps 5 or 10 in 100, who cannot without extra labor and attention, be to the others. By extra exertion, however, almost all these may learn to sing, but they should at present merely listen to the others, and if possible practise in a separate class.

QUESTIONS.

What is the second distinction made in musical sounds? What is that Melody treat? What is that series of sounds called which lies at the foundation of Melody? How many sounds are there in the scale? How do we designate or speak of the sounds of the scale? Ans. By numerals. The teacher should now point to the different notes written on the board and ask: Which

sound of the scale is that ? &c.

CHAPTER. VII.

STAFF, SYLLABLES, CLEFS, LETTERS, INTERVALS.

§ 49. The scale is written on horizontal lines, and on the spaces between those lines. Five lines are commonly used for this purpose. which together with the spaces are called a STAFF.

EXAMPLE.								
5	fifth line. fourth line. third line.	4 3 9		fourth space. third space. second space.				
1	second line. first line.	1		first space.				

§ 50. Each line and space of the staff is called a degree; thus the staff contains nine degrees, five lines and four spaces.

§ 51. If more than nine degrees are wanted, the spaces below or above the staff, are used; also additional lines, called ADDED LINES.

	EXAMPLE.
Space above.	Added line above
	,
Space below.	Added line below

52. The sound One we will now write upon the first added line below the staff, Two upon the space below. Three upon the first line, and SO OR. EXAMPLE.



The pupils are now required to sing the scale, ascending and descending, to the syllable la,

the teacher pointing to the notes on the staff.

Notz. Those teachers who prefer only four syllables in Solmization will omit 6 53 and pass to § 54. We cannot, however, omit to recommend the use of seven syllables, as at § 53, as being altogether preferable to the use of four, as at \$54. In the use of seven syllables, the association between the syllables and sounds becomes much stronger, and the pupil advances more rapidly in the practical knowledge of the scale.

§ 53. In singing, certain syllables are applied to each of the different sounds of the scale. To one is applied the syllable po, (pronounced doe;) to two, RE, (ray;) to three, MI, (mee;) to four, FA, (fah, a as in father;) to five, sol, (sole;) to six, LA, (lah, a as in father;) to seven, si, (see;) and to eight, Do, again.

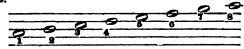
The scale is now sung ascending and descending with la, and also with the appropriate syllables.

Note. Those teachers who use seven syllables in solmization will omit section 54 and pass to section 55.

In singing we apply certain syllables to the sounds of the scale. as follows. To one, we apply the syllable FA, (pronounced fah, a as in father;) to two, soL, (sole;) to three, LA, (lah, a as in father;) to four, FA; to five, sol; to six, LA; to seven, MI, (mee;) and to eight, FA, again.

The scale is now sung both up and down with la, and also with the appropriate syllables.

5 55. We have written the sound One upon the added line below, but it is often placed upon the second space. The whole scale is then written thus.



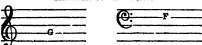
Practise as before.

letters of the alphabet, viz: A, B, C, D, E, F and G.

EXAMPLE 2.

57. When the scale is written as in the first example above, a character called the Treble Clef is used at the beginning of the staff. This is also called the G Clef, and fixes G upon the second line of the staff.

When the scale is written as in the second example above, a character called the Base Clef is used at the beginning of the staff. This is also called the F Clef, and fixes F upon the fourth line of the staff. EXAMPLE OF THE CLEFS.



NOTE. It is not necessary here to point out the different uses of the Clefs. It is sufficient that all the pupils are taught to sing from both.

§ 58. The distance, or step from any one sound in the scale to another, is called an INTERVAL

§ 59. In the regular ascending and descending scale, there are two kinds of intervals, viz: WHOLE TONES and HALF TONES.

δ 60. From one to two, and from two to three are whole tones: from three to four is a half tone; from four to five, from five to six, and from six to seven are whole tones, and from seven to eight is a half tone. Thus there are 5 whole tones, and 2 semitones in the scale.

Norz. It is very important that the pupils should become thoroughly acquainted with the scale, its numerals, letters, syllables, and intervals, before proceeding any further.

QUESTIONS.

What are those lines and spaces called, on which the scale is written? The teacher points and asks: Which line is this? Which space is this? &c. What is each line and space of the staff called? How many degrees does the staff contain? When more than nine degrees are wanted, what is used?

The teacher should now write the scale upon the board, both in the Treble and in the Base Clef, and point as he asks the following or similar questions: To which sound of the scale do I now point? The answer The sounds of the scale are also named from the first seven | should be given by numerals. What syllable is applied to One? to Tweet [s. A. c.-2] &c. What letter is One? Two? &c. What syllable is C? D? &c. What numeral is Do? Re? &c. What numeral is C? D? &c. What is the distance from any one sound of the scale to another called? Ans. An Interval. How many kinds of intervals are there in the scale? What are they called? How many whole tones? How many half tones? What is the interval from 1 to 2? from 2 to 3? from 3 to 4? &c

CHAPTER VIII.

OF THE DIFFERENT SOUNDS OF THE SCALE.

- § 61. Having become familiar with the scale in its regular progression, we must now learn to strike each sound separately, or in connexion with any other sound. In order to do this, we must pay attention to each particular sound. We commence with THREE in connexion with ONE.
- § 62. THREE. The pupils sing by syllables 1, 2, 3, and repeat THREE several times. After which the teacher should write lessons like the following, and require the whole to sing them:



6 63. Fivz. The pupils sing 1, 2, 8, 4, 5—repeat 5. Sing 1 3 5, 1 5 3, 3 1 5, 3 5 1, 5 1 3, 5 3 1, &c. The teacher sings similar successions to the syllable ls; the pupils determine what they are, and answer by numerals.

The teacher writes lessons like the following:



§ 64. EIGHT. Sing the scale and prolong 8. Sing 1, 3, 5, 8. Sing these four sounds in the following order.

1358	3158	5138	8135
1385	318 <i>5</i>	5183	8153
1538	3518	5318	8315
1583	3581	5381	8351
1835	3815	5813	8513
18.53	3851	5831	8531

The Teacher writes examples with 1 3 5 8 in one and two parts.



In singing the above and similar lessons, let the male and female voices be formed into separate classes, and sing each of the parts alternately.

- § 65. SEVEN. Sing the scale and prolong 7. Seven naturally leads to 8, or after 7 we naturally expect to hear 8. It is perfectly easy to sing 7 in connexion with 8, or immediately succeeding to 8. In order, therefore, to strike 7 correctly, and separately, we must think of 8. This will serve as a guide to 7.
- § 66. The teacher gives out similar lessons to the following: 5878, 3878, 1878, 1387, 3587, 1587, 187, 387, 587, &c. Also, 17, 37, 57, &c. Lessons like the following may be written and sung in one or two parts.



§ 67. FOUR. Sing the scale and dwell on 4. Four naturally leads to 3, as 7 does to 8. Three, therefore, is the guide to 4.

68. The Teacher gives out: 134, 534, 834, &c. also 14, 54, 84, &c.



six. Sing the scale and prolong 6. Five will guide to Six. EXAMPLE.



NOTE. The teacher will spend more or less time upon the foregoing chap, according to circumstances. It is however quite important; and if sufficient time be spent upon these exercises, the easier will all that follows be acquired.

QUESTIONS.

When we have learnt the scale in its regular progression, and when we desire to learn each sound separately, with what do we commence in connexion with One? Ans. Three. Sing One. Sing Three. What sound do we take after One and Three? Ans. Five. Sing One. Sing Three. Sing Five. What sound do we take next. Ans. Eight. (Sing as before.) What sound do we take after Eight? Ans Seven. What is the distance from Seven to Eight? To what does seven naturally lead-or what does the ear naturally expect after Seven? Ans. Eight. If we would strike Seven correctly, what must we think of as a guide to it? Ans. Eight. (Practise.) After 1, 3, 5, 8, and 7, what sound do we take? Ans. Four. To what does Four naturally lead? Ans. Three. What is the distance from Three to Four? What is the guide to Four? (Practise.) After Four what sound do we take? Ans. Two. (Question and practise.) | voice; point out the difference between Base, Tenor, Alto and Treble, and class the school After Two what sound, &c. Ans. Six. (Question and practise.)

NOTE. The teacher is referred to the "Manual of Instruction" for a much more particular detail of the subject of this chapter.

CHAPTER IX.

EXTENSION OF THE SCALE AND CLASSIFICATION OF THE DIFFERENT KINDS OF VOICE.

- § 71. We have thus far become acquainted with the scale of eight sounds; but, generally, every one has a greater compass of voice than is required to sing the scale, and can extend it upwards above 8; or downwards, below 1.
- § 72. When we sing above eight, we consider eight as One of a new scale, above; and when we sing below One, we consider One as Eight of a new scale, below.

§ 73. Example of the scale extended above and below.

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The above example should be written upon the board, and the pupils should be required to exercise on the upper and lower in connexion with the middle scale. For a more full explanation of this subject, and also for examples, see 'Manual.'

QUESTIONS.

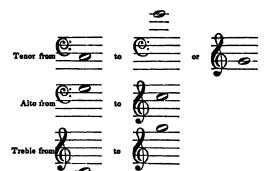
When we sing higher than the scale, what do we consider Eight? When we sing lower than the scale, what do we consider One? What letter is applied to One of the upper scale? To Two? &c. What syllable? So also question with respect to the lower scale.

§ 74. The human voice is naturally divided into four classes, viz. lowest male voices, or BASE; highest male voices, or TENOR; lowest female voices, or ALTO; highest female voices, or TREBLE. Boys before their voices change also sing the ALTO.

The teacher may now exhibit, as in the following example, the whole compass of the human according to these distinctions.

EXAMPLE

VOCAL MUSIC.



§ 75. Practise the foregoing example as follows. The Base commence with G, the lowest sound; at they are joined by the Tenor, They will, in almost all cases, sing an octave higher, viz.

sing together to . On this note the base stops and the treble

begins. The treble, alto and tenor go on to , when the tenor stops; the treble and alto go on to ____ Here the alto stops, and

the treble goes on alone. In descending let the several parts unite on that note on which they stopped in ascending, and stop on that note on which they commenced in ascending.

but when used for Tenor it always denotes G an octave, or eight notes lower than when used for Treble.

As a general rule all those men who can sing this note in a clear, and soft voice, and prolong it for some time, may be classed with the Tenor. If they cannot do this well they selong to the Base.



The same sound, or unison: viz. middle C, is here represented by the Tenor Clef on the third space, and by the Treble Clef on the first added line below.

§ 77. The teacher should here explain the difference between the male and female voices, showing that the latter naturally sing an octave higher than the former. In order to prove this, let him give out the middle

C, as a pitch, viz. e and require the Female voices to imitate him.

it evident to them, that they do sing an octave higher, the teacher should

require them to dwell upon the sound while he, beginning with sings the whole scale, ascending. When he has done this, they

will perceive that he now sings the same sound with them, or that his voice is in unison with theirs. It is important that this distinction should be clearly and practically understood.

See "Manual." Appendix for the teacher, chap. 37.

QUESTIONS.

Into how many classes is the human voice naturally divided? What are § 76. The Treble or G Clef is commonly used for Tenor and Alto; the lowest male voices called? Highest? What are the lowest female voices called? Highest? What part do boys sing? Which Clef is used for Tenor and Alto? When the Treble Clef is used for Tenor, does it signify G an octave higher or lower, than when used for Treble? What is the natural difference, or interval, between male and female voices?

CHAPTER X.

CHROMATIC SCALE.

§ 78. Let the Teacher write the scale on the board, and review what was said in chap. 7, by asking questions similar to those found at the end of that chapter.

In writing the scale, leave room between the whole tone intervals for inserting the semitones.

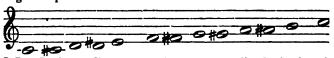
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§ 70. Between any two sounds, a tone distant from each other, as from 1 to 2, &c. another sound may be sung. Thus all the whole tones may be divided, and a scale be formed of semitones only, called the CHROMATIC SCALE.

may be obtained, either by elevating the lower of the two, or by depressing the upper.

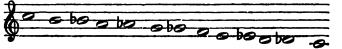
§ §1. In ascending, the semitones are usually obtained by elevation. The sign of elevation is made thus #, and is called a sharp. A note thus elevated is said to be sharped.

The teacher may now introduce the sharped notes, so as to present the following example.



§ 82. In descending, the semitones are usually obtained by depression. The sign of depression is made thus b, and is called a flat. thus depressed is said to be flatted.

Exhibit the following example, in connexion with the other.



§ 83. In speaking of the altered notes (sharped or flatted) by numerals, we always say, sharp One, sharp Four, flat Six, flat Seven, &c.; but in speaking of them by letters we say, C sharp, D sharp, E flat, B flat, &c.

§ 84. A sharped note naturally leads upwards, or after a sharped note the ear naturally expects the next note above it; hence, the note above is always the guide to a sharped note.

§ 85. A flatted note naturally leads downwards; hence, the note below is always the guide to a flatted note.

§ SA. When a note is sharped, the syllable appropriated to it in solmization terminates in the vowel sound e—thus Do becomes, when sharped, De; Rae becomes Re; Fa, Fe, &c.

§ 87. When a note is flatted, the syllable appropriated to it terminates in the vowel sound a (as in fate)—thus, Do becomes Da; See,

Sa; La (lah) Lay, &c.

§ 88. When a sharped or flatted note is to be restored to its natural § 80. The semitone between any two sounds, a whole tone distant, sound, the following character 4, called a natural, is placed before it. A natural takes away the force of a flat or sharp.

NOTE. The exercising of the school upon the chromatic scale must be left to the discretion of the teacher. Some attention to it is very important. For examples, and farther illustrations and remarks, see "Manual of Instruction in the Elements of Vocal Music."

If the Instruction has been thorough thus far the school will now be able to sing all tunes in the key of C, whose rhythmical construction is easy, without much aid from the teacher.

§ SQ. In commencing to sing, as the school may now do, from a knowledge of the elementary principles of music, let them at first all sing in unison, a single part, say the Base, and then the Tenor and Alto, each, separately; afterwards these three parts may be united, and sung together, all the female voices singing Alto. It is highly important that all the female voices should be exercised much on the Alto; that they may have this practise, it is recommended that in the early exercise of the school, the Treble be altogether omitted. When the three parts go well together, a part of the female voices may be required to sing the Treble. It is a very good plan to divide the Treble into two classes, and sometimes require one and sometimes the other, to sing the Alto. Experience proves that if the low tones of female voices are cultivated and brought out, there is no difficulty in the exercise of the higher tones, afterward. The best female singers always like to sing Second or Alto. The careless and indolent are usually unwilling to sing this part.

§ 90. As the pupils now begin to sing from a knowledge of the elementary principles of music, it is considered highly important that the teacher should not sing with them, or lead them on by the mere power of his own voice. Let the school sing without his aid, and while they sing, let him always beat and describe the time. If a difficult passage occurs, let the pupils beat and describe the time, while the teacher sings the passage as it ought to be sung, over and over again if necessary; but when they sing it, let it be without a teacher's voice to lean upon. If they can not do this, they have not been properly taught, and must begin again, if they ever hope to be set right.

QUESTIONS

Which of the intervals of the natural scale (Diatonic) may be divided? Ans. The whole tones. What is that scale called which is formed wholly of Semitones? In how many ways may the semitones be obtained? In ascending how do we obtain the semitones? What is the sign of elevation called? In descending how are the semitones obtained? What is the sign of depression called? Does a sharped note lead up-||scale as One of a new scale. wards or downwards? What note is the guide to a sharped note? What is the guide to sharp Four? sharp Two? &c. Does a flatted note lead upwards or downwards? What note is the guide to a flatted note? What is the guide to flat Six? flat Three? &c. When a note is sharped, with what vowel sound does the syllable applied to it terminate? What syl-||key, we must examine it by numerals: thus, from I to 2 must be a whole tone, from 2 to 3 a lable is applied to sharp Four? sharp Six? &c. When a note is flatted, with what vowel sound does the syllable appropriated to it terminate? What syllable is applied to flat Three? flat Seven? &c. When a sharped or flatted note is to be restored, what character is used? What is the use of a natural?

If the teacher has brought before the school the subject contained in the latter part of \$39, in relation to the lower and higher tones of the female voices, he may find it useful to question as follows :

Which tones of the female voice should be first cultivated? Which part are the best female singers always willing or desirous to sing? Ans. Alto. Who are they who are unwilling to sing this part? Who in this school are Ques. unwilling to sing Alto? Those who are unwilling, hold up their hands. Ques.

CHAPTER XI.

TRANSPOSITION OF THE SCALE.

- 91. In all our exercises, hitherto, we have taken C as One of the scale, or as the key note, or tonic. When C is thus taken for One, the scale is said to be in its natural position, the natural key being that of C. But any other letter may be taken as One of the scale; and when this is done, the scale is said to be transposed. Thus, if D be taken as One. the scale is said to be transposed to D, or to be in the key of D; if E be taken as One, the scale is said to be in E, &c.
- 6 92. In the tranposition of the scale, care must be taken to preserve the relative order of the tones and semitones; i. e. from three to four, and from seven to eight, must always be semitones, and the rest whole tones. whatever may be the key.

KEY OF G: FIRST TRANSPOSITION BY SHARPS.

The teacher writes the scale in C, on the upper staff, on the board, and says:

§ 93. We will now transpose the scale to G, or take Five of the C

He writes the scale, beginning with G, on the lower staff, directly under the C scale, and

§ 94. We will now proceed to examine the G scale, and see if the semitones are right.

Note. In order to find out the proper interval from one sound to another, in the scale in any whole tone, from 3 to 4 a half tone, &c: but in order to ascertain what is the actual interval from one sound to another, we must examine it by letters : thus, from B to D is a whole tone, &co.

EXAMINATION.

What must be the interval from 1 to 2? Ans. A tone

What is the interval from G to A. Ans. A tone. Ques.

Pointing at the same time to the letters on the C scale.

Thus we see the first interval is right.

What must the interval be from 2 to 3?

Ques. What is the interval from A to B? Ans. A tone.

Pointing as before. What must the interval be from 3 to 4? Ans. A semitone.

What is the interval from B to C? Ass. A semitone.

Ques. What must the interval be, from 4 to 5? Ans. A tone.

Ques. What is the interval from C to D? Ans. A tone.

Ques. What must the interval be, from 5 to 6? Ans. A tone.

Ques. What is the interval from D to E? Ans. A tone.

Ques. What must the interval be, from 6 to 7? Ans. A tone.

Ques. What is the interval from E to F? Ans. A semitone?

The teacher now observes: Since the interval from 6 to 7 must be a tone, and since, from E to F, the interval is but half a tone, we must sharp F, in order to preserve the proper order of the intervals in the scale of G. He writes a sharp before F, and pointing asks,

Ques. What letter is 7, now? Ans. F sharp.

Never allow the pupils to say F, for F sharp, or C, for C sharp, &c. He proceeds:

Quea. What must be the interval from 7 to 8? Ans. A semitone.

Ques. What is the interval from F# to G? Ans. A semitone.

- \$95. The teacher observes, In transposing the scale to G, we have found one sharp necessary, viz. before F. Instead of writing this sharp before every F which may occur in a piece of music in this key, it is placed once for all, at the commencement of the piece, on the letter altered. It is then called the SIGNATURE of the key. Thus one sharp, or F# is the signature of the key of G. When there is neither flat nor sharp in the signature, it is said to be natural: it is then the signature to the key of C. ?
- A sharp or flat in the signature, affects all the notes on the letter on which it is placed; not only those which are written on the same degree of the staff, but also those which are written an octave higher or lower.
- § 97. The scale being now transposed, the numerals and syllables applied to it, have all changed their places; but the letters remain as before, with the exception that F# is substituted for F.
- 5 98. In the transposition of the scale from C to G, it is carried a fifth higher, or a fourth lower. Thus, a fifth above is the same thing as a fourth below.

Explain and illustrate.

QUESTIONS.

When the scale is in its natural position, what letter is One?
Where any other letter than C is taken as One, what is said of the scale?

Ane. It is transposed.

In transposing the scale, of what must we be particularly careful?

Ans. The order of the intervals.

In transposing the scale to G, what sound is it necessary to alter?

Ans. Four. What must we do to it? Ans. Sharp it. What does the sharp fourth become in the new key? Ans. Seven.

What is the signature to the key of G? Ans. F#. Why is F# necessary in the key of G? Ans. To preserve the relative order of the intervals.

What is the signature to the key of C. Ans. Natural.

How much higher is the key of G than that of C? How much lower is the key of G than that of C?

NOTE. Tunes in the key of G, whose rythmical construction is not too difficult, may now be introduced and practised as at § 89, § 90.

KEY OF D; SECOND TRANSPOSITION BY SHARPS.

§ 99. The key of D is examined in connexion with that of G, in the same manner as was G with that of C. A new sharp will be found necessary, viz: on C, which having been found as before, the teacher removes it to the signature, and then presents to the school the key of D with two sharps.

NOTE. The first transposition is so minutely detailed that it is not supposed to be necessary to be particular here; the cacher will immediately be able to proceed in this case as in that.

He cannot be too careful to have every thing thoroughly understood.

QUESTIONS.

In transposing the scale from G to D, what sound must we alter? Ans. Four. What must we do with it? Ans. Sharp it. What does the sharp fourth become in the new key? Ans. Seven. What is the signature to the key of D? Ans. Two sharps. What letters are sharped? Ans. F and C. Why are these sharps necessary in the key of D? Ans. To preserve the proper order of tones and semitones in the scale. How much higher is the key of D than that of G? How much lower? Tanes in the key of D my now be harofuced.

KEY OF A; THIRD TRANSPOSITION BY SHARPS.

§ 100. Examine the key of A with that of D; and investigate the scale by the same process as before.

Questions, after the same manner as at § 99.

introduce tunes in A.

with sharps in the signature, be taken, as one of a new key, a new sharp || higher is the key of F than that of C? How much lower? must be introduced, viz: on the fourth: which sharp fourth becomes the seventh in the new key.

KEY OF E; FOURTH TRANSPOSITION BY SHARPS.

§ 102. Examine the key of E in connexion with that of A? and proceed as before.

Questions after the same manner as at § 99. Sing tunes in E.

§ 103. It is not necessary to proceed further in the transposition of the scale by sharps; as others very seldom occur.

CHAPTER. XII.

KEY OF F; FIRST TRANSPOSITION BY FLATS.

§ 104. In the transposition of the scale, we have hitherto always taken five as one of a new key; we will now take four as such.

6 105. The teacher writes the C scale on the upper staff, and the F scale (without the signature) below it, and investigates as before. will be found that from three to four is a whole tone; and a flat must be introduced on seven, of the C scale, on B, in order to preserve the relative order of tones and semitones in the new key of F.

9 106. The teacher may explain in relation to this transposition

after the same manner as at § 95.

§ 107. In the transposition of the scale from C to F, it is carried a fourth higher, or a fifth lower; thus a fourth above is the same as a fifth below.

QUESTIONS.

In transposing the scale from C to F, what sound must we alter? Ans. Seven. What must we do with seven? Ans. Flat it. What does the flat || er scale, which they also sing through; then Three; then Four, and so seventh become, in the new key? Ans. Four. What letter is seven, in lon. the key of C? Ans. B. What letter is four in the key of F. Ans. B b. What is the signature to the key of F; Ans. One flat. What letter is ascending and descending.

§ 101. It will be perceived that if the fifth of any key, natural, or || flatted? Ass. B. Why is B | necessary in the key of F? How much

Tunes in F may be introduced.

KEY OF B b, SECOND TRANSPOSITION BY FLATS.

§ 108. The fourth from F, (Bb,) is taken as one; and the scale investigated as before. They will find that E, the seventh in the key of F, must be flatted.

Questions as at § 107. Sing tunes in Bb.

KEY OF E h: THIRD TRANSPOSITION BY PLATS.

§ 109. In examining the scale in Eb, it will be found necessary to flat A.

Questions after the same manner as at § 107.

§ 110. If the fourth of any key (natural, or with flats in the signature) be taken as one of a new key, a new flat must be introduced, viz: on the seventh; which flat seventh becomes four in the new key.

Introduce tunes in Bh.

KEY OF Ab; FOURTH TRANSPOSITION BY FLATS.

§ 111. In examining the scale in Ab, it will be found necessary to flat D.

Questions after the same manner as at § 107. Sing in Ab.

§ 112. Further transposition by flats is unnecessary. Others, however, may be exhibited and explained, if the teacher thinks proper. For further remarks and illustrations see "Manual."

CHAPTER XIII.

MODULATION INTO RELATIVE KEYS.

§ 113. Preparatory exercises.

1. The scholars sing the C scale; then assume Two as One of anoth-A scale is formed upon each, as far as the voice extends.

They take Eight, Seven, Six, &c. as Five, and complete the scale.

3. Similar exercises should be practised, until the scholars can immediately take any sound which is given them, and consider it as any other sound, and from that form the scale, upwards or downwards.

§ 114. When, in a piece of music, the scale is transposed, such

change is called MODULATION.

FIRST MODULATION, OR FROM ONE TO FIVE.

From C to G.

§ 115. What is the signature to the key of C? What is the signature to the key of G? What is F# in the G scale? Ans. Seven.

To what does F \(\mathbb{H} \) lead? Ans. To G.

§ 116. F # is the NOTE OF MODULATION from the key of C to that of G. The sharp fourth is always the note of modulation from any key to its fifth.

QUESTIONS. What is the note of modulation from C to G? From D

to A? From A to E? From F to C? &c.

§ 117. When modulation occurs, the melodic relations of the sounds, and often the syllables, applied in solmization, must be changed according to the new key.

\$ 118. When a modulation occurs from C to G, C appears no longer one; but, according to the G scale, as Four; A as Two; D as Five, &c.

EXAMPLE.



the note of modulation, the change is most conveniently made on the last.

See the above Example, where the second note on D is changed to 5.

§ 120. RULE 2. If no two notes, on the same degree, precede the note of modulation, the change should be made on a note somewhat longer than the rest.

[B. A. C.—3]

EXAMPLE.

§ 121. RULE 3. If long notes are not to be found on which the change can be made, we must quickly regard the second or third note, before the note of modulation, as belonging to the coming key.



Note. The teacher will be able to point out numerous examples, as they occur in almost every piece of music.

second modulation, or from C to F.

What is the signature to the key of C?
What is the signature to the key of F?
What is B b in the F scale? Ans. Four.

§ 123. Bb is the NOTE of MODULATION, from the key of C to that of F. The flat seventh is always the note of modulation from any key to its fourth.

QUESTIONS. What is the note of modulation from C to F? From F to Bb? From G to C? &c.

124. See § 117.

§ 125. When a modulation occurs from C to F, C appears no longer as One; but, according to the F scale, as Five, D as Six, &c.



126. Rules the same as at § 119, 120 and 121.

may be found in the "Manual."

Ascending.

128. In such changes as usually occur in Psalmody, extending only to one or two measures, it is not advisable to make any change of | Two and Three, and Seven and Eight; in descending, between Six and syllables, but merely to alter the termination of the note of modulation; | Five, and Three and Two. but in longer pieces, or where the change is continued for some time, not only that part which has the note of modulation, but also the other parts, should adopt the solmization of the new key.

QUESTIONS.

the most common modulation? Ans. From One to Five. What the signature. next? Ans. From One to Four.

When modulations occur, what must be done with the syllables? Ans. Changed according to the new key.

CHAPTER XIV.

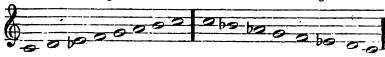
MINOR SCALE.

§ 129. Hitherto we have sung semitones between Three and Four, and between Seven and Eight, and this is the order in which they must tion; in this case a natural. always occur in the natural scale. But there is another scale, not natural, be artificial, in which the semitones are differently placed.

EXAMPLE.

Minor Scale.

Descending.



§ 130. The teacher should sing the minor scale slowly, carefully and [§ 139. If the signature is three flats, the music may be either in Eb

§ 127. These two modulations are the most common. It is not and what sounds he flats in descending; and where the semitones occur

ing, the seventh, sixth and third are flatted.

§ 132. In ascending (Minor scale) the semitones occur between

§ 133. This scale is called the MINOR SCALE, OF MODE, (by the Germans moll, soft) because it moves on more softly and gently than the other which we have hitherto practised, and which is called the MAJOR SCALE, or MODE, (by the Germans, Dur, hard.)

See " Manual." § 449.

§ 134. Instead of marking the flatted sounds of the Minor C scale. When the scale is transposed, what is such change called? What is one by one, with flats, as in the above example, we mark them in the

EXAMPLE.

000000000 00000000

§ 135. As Six and Seven are not flatted in ascending, we are now obliged to alter these two sounds from the signature, by the sign of eleva-

§ 136. It will be perceived that E h Major, has the same signature as C Minor, viz: three flats.

§ 137. Every Minor scale has the same signature as the Major scale, which is based on its third. Hence, these two are said to be related. C Minor is the relative Minor of E b Major; and E b Major is the relatire Major of C Minor.

§ 138. The letters and syllables are the same in the relative modes. but the numerals are changed. Thus, the syllable Do is applied to E h in both cases, although it is One in the Major, and Three in the Minor mode.

repeatedly, until the pupils can tell him what sound he flats in ascending, Major, or C Minor. In which of the two it is, however, can only be known

by an examination of the scale or chords, or by the ear, which, when practised, immediately distinguishes the one from the other.

§ 140. If the Minor scale is practically understood in C, it will be easy to transpose it to any of the other letters. Some of the most common Minor modes should be written upon the board, examined and practised.

QUESTIONS.

In the ascending Minor scale, what sound is flatted?

In descending?

In the ascending Minor scale, where is the first semitone?

Ans. Between Two and Three. Where the second?

In descending, where is the first semitone found?

Ans. Between Six and Five. Where the second?

What two sounds of the ascending Minor scale must be altered from the Signature? Ans. Six and Seven. What must be done to them? Ans. They must each be raised a semitone.

What is the relative Major scale to C Minor? To D? To E?, &c. What is the relative Minor scale to C Major? To G? To D?, &c. What syllable is applied to One in the Major mode? In the Minor?, &c. Which mode is the most common, Major or Minor? Ans. Major.

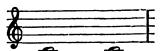
Which is the most brilliant or lively? Which is the most mournful? Which best expresses joy or praise? Which best expresses sorrow, grief, penitence?

CHAPTER XV.

INTERVALS.

§ 141. We have hitherto spoken of the intervals of a tone and semitone, but there are also other intervals, viz. Seconds, Thirds, Fourths, Fifths. &c.

EXAMPLES. 1. Unison.



Norz. Although the Unison is not strictly an interval, yet, in the theory of music, it is spoken of, and treated as one



QUESTIONS. What is the interval from One to Two called? From Two to Three?, &c. From One to Three?, &c. From One to Four, &c. &c.

142. Major and Minor intervals.

SECONDS. A second, including a semitone, is called a MINOR second: a second, including a whole tone, is called a MAJOR second.

NOTE. The teacher writes the scale on the board, points and questions:

What is the second from C to D? Ans. Major. From D to E? Ans. Major. From E to F? Ans. Minor, &c.

THIRDS. An interval, including a tone and a semitone, is called a MINOR third: one including two tones is called a MAJOR third. Questions as before

Fourths. An interval, including two tones and a semitone, is called a PERFECT fourth: one including three tones, a SHARP fourth. Questions as before.

FIFTHS. An interval, including two tones and two semitones, is called a Performed. FLAT fifth: one including three tones and a semitone, a PERFECT fifth. Illustrations and questions.

Sixths. An interval of three tones and two semitones, is called a MINOR sixth: one of four tones and a semitone, a MAJOR sixth. Questions, &c.

or minor seventh: one of five tones and a semitone, a SHARP OF MAJOR seventh. Questions.

OCTAVES. All the octaves are equal, including five tones and two semi- time, a character called a PAUSE is placed over or under it. Ex: tones.

- § 143. If the lower note of any minor interval be depressed, or the upper one elevated, the interval becomes major.
- § 14.4. If the lower note of any major interval be elevated, or the upper one depressed, the interval becomes minor.
- § 145. If the lower note of any major interval be depressed, or the upper note elevated, there arises a superfluous or extreme Sharp interval.
- § 146. If the lower note of any Minor interval be elevated, or the upper note depressed, there arises a DIMINISHED, OF EXTREME FLAT interval. For further examples and illustrations, see "Manual."

CHAPTER XVI.

PASSING AND SYNCOPATED NOTES, AND MISCELLANEOUS CHARACTERS.

- 6 147. Passing notes. When notes are introduced which do not properly belong to the harmony or chord, they are called PASSING NOTES.
- § 148. When passing notes follow the essential notes, they are called AFTER NOTES.
- § 149. When passing notes precede the essential notes, they are called APPOGIATURES.



- § 150. Syncopated notes. When a note commences on an unac-SEVENTHS An interval of four tones and two semitones, is called a FLAT cented, and is continued on an accented part of a measure, it is called a SYNCOPATED NOTE.
 - § 151. Pause. When a note is to be prolonged beyond its usual
 - § 152. Staccato. When singing is performed in a short, pointed and articulate manner, it is said to be STACCATO.



- § 153. Legato. When singing is performed in a smooth, gliding manner, it is said to be LEGATO.
- Note. The distinction between Staccato and Legato is very important, and should be well and practically understood.

§ 154. Tie. A character called a Tie is used to show how many notes are to be sung to one syllable. The same character is often used to denote Legato style. Example:

§ 155. Repeat. Dots across the staff require the repetition of

certain parts of the piece.

EXAMPLE

Question on this Chapter.

CHAPTER. XVII.

CHORDS.

§ 156. When two or more sounds are heard together, such combination is called a chorn: if agreeable to the ear, it is called a consonant chord, or a concord; if disagreeable to the ear, it is called a dissonant chord, or a discord.

§ 157. COMMON CHORD. A chord consisting of One, Three and Five, to which, Eight may be added, is called a COMMON CHORD, or DIRECT COMMON CHORD: if the third be Major, it is a MAJOR chord, if Minor, a

MINOR chord. See example A.

of the chord of the Seventh sound. It is then called the that Three or Five is lower than One, the chord is said to be inverted.

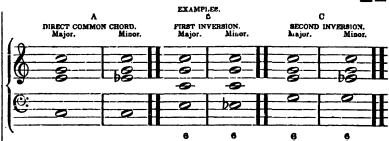
See examples B and C.

When the natural position, or relative situation of the sounds constituting the common chord, is changed so that Three or Five is lower than One, the chord is said to be inverted.

Chord of the Seventh Direct.

§ 159. CHORD OF THE SIXTH. In the first inversion of the common chord, the Third is taken as the Base, or as the lowest sound; it is then called the "chord of the Sixth." The Base note is figured 6. See example B.

§ 160. CHORD OF THE SIXTH AND FOURTH. In the second inversion of the common chord, the Fifth is taken as the Base, or as the lowest sound; it is then called the "chord of the Sixth and Fourth." The Base note is figured See example C.



§ 161. CHORD OF THE SEVENTH. A chord consisting of a Base, its Third, Fifth, and Seventh, is called a "chord of the Seventh." This chord is most frequently based on the Fifth. It is then called the DOMINANT SEVENTH. It is figured 7. Example D.

§ 162. CHORD OF THE SIXTH AND FIFTH. In the first inversion of the chord of the Seventh, the *Third* is taken as the Base or lowest sound. It is then called the chord of the "Fifth and Sixth," and is figured f. Ex. E.

§ 163. CHORD OF THE FOURTH AND THIRD. In the second inversion of the chord of the Seventh, the Fish is taken as the Base or lowest sound. It is then called the chord of the "Fourth and Third," and is figured for Example F.

§ 164. CHORD OF THE FOURTH AND SECOND. In the third inversion of the chord of the Seventh, the Seventh is taken as the Base or lowest sound. It is then called the chord of the "Fourth and Second," and is figured for f. Example G.



§ 165. The chord of the Seventh, is naturally followed by the com-

§ 166. A knowledge of these two chords, viz: The common chord, and the chord of the Seventh, with their inversions, lies at the foundation of musical science, and although not essential to correct performance, is desirable, and cannot fail to afford great advantages to the mere performer, as well as to the teacher. See "Manual."

To those who wish to pursue the study of the science of music, the following works are recommended, viz:

"First steps to Thorough Base."

- "Burrows' Thorough Base Primer."
- "Catel's Treatise on Harmony."
- "Porter's Musical Cyclopedia."
- "Callcott's Musical Grammar."

PART III. DYNAMICS.

CHAPTER XVIII.

- § 167. Vusical sounds may be either soft or loud. From this fact, in the nature of musical sounds, arises the necessity of the third department in the elements of music, called DYNAMICS, which treats of the force or strength of sounds.
- § 168. A sound, be it loud or soft, must still be of a good quality. It must never be so soft, or so loud, as to injure the quality of tone.
- § 169. MEZZO. A sound produced by the ordinary exertion of the ergans, is a medium or middle sound; it is called MEZZO, and is marked m.

§ 170. PIANO. A sound produced by some restraint of the organs,

is a soft sound; it is called PIANO, (pronounced peano) and is marked p. § 171. FORTE. A sound produced by a strong or full exertion of

the organs, is a loud sound; it is called FORTE, and is marked f.

§ 172. Mezzo, Piano and Forte, are Italian words, which, by long usage, have become technical terms in music, and are used by all nations. § 173. Applications of the three principal Dynamic degrees to the scale.

P. M. F. M. P.

§ 174. PIANISSIMO. If a sound is produced by a very small, but careful exertion of the organs, softer than piano, yet so loud as to be a good audible tone, it is called PIANISSIMO, (pronounced peanissimo) and is marked pp.

§ 175. FORTISSIMO. If a sound is delivered with a still greater exertion of the organs than is required for Forte, but not so loud as to degenerate into a scream, it is called FORTISSIMO, and is marked ff.

§ 176. The five Dynamic degrees, applied to the scale:



See further exercises, &c. in "Manual."

CHAPTER XIX

DYNAMIC TONES.

§ 177. ORGAN TONE. A tone which is commenced, continued and ended with an equal degree of force, is called an ORGAN TONE.

NOTE. The organ tone should be exclusively practised in the first stages of a musical education. It is difficult to acquire a firm, stoady, equal tone. Until this is acquired the pupil should not attempt any other Dynamic tone.

§ 178. CRESCENDO. A tone commencing soft and increasing to loud, is called a CRESCENDO TONE; and is marked cres. or _____.

§ 179, DIMINUENDO. A tone commencing loud and gradually diminishing to soft, is called a DIMINUENDO TONE; and is marked dim: or _____.

§ 180. SWELL. A tone consisting of an union of Crescendo and Diminuendo, is called a SWELLING TONE, or a SWELL. It is marked...

§ 181. Crescendo, Diminuendo and Swell, are not only applied to individual tones, but also to passages in music.

Sing the scale in Crescendo, Diminuendo and Swelling toncs.

\$ 182. PRESSURE TONE. If a single short sound is sung with a very sudden, forcible crescendo, or swell, there arises the PRESSURE TONE. Marked > or ... It is often applied to syncopated passages.

suddenly, with very great force, and instantly diminished, is called an EXPLOSIVE TONE. It is marked <, or fz. (forzando,) or sf. (sforzando.)



The practise of this tone is calculated to give great power and strength to the voice.

§ 184. Expression. The proper application of Dynamics to music, constitutes essentially that which is usually called EXPRESSION. Dynamics should be much practised; no other exercises have such a powerful tendency to bring out, strengthen and improve the voice. See ' Manual,' for more particular instructions.

CHAPTER XX.

EXPRESSION OF WORDS, IN CONNEXION WITH SOUNDS, AND MISCELLANEOUS DIRECTIONS.

§ 185. Besides the dynamic designations of the last chapter, vocal expression depends essentially on Articulation, Accent, Pause and Emphasis.

§ 186. vowel sounds only should be sustained in singing. It is on these alone that the voice should dwell. They should be delivered with accuracy, and carefully prolonged, without being changed. To meure this, the organs of sound should be immovably fixed from the beginaing to the end of a sound; not the least change should be allowed in the position of the lips, teeth, tongue or throat; nor indeed of the head or body. It is a very common fault for singers to change the vowel sounds, and dwell not on the radical er principal sound, but on the canish or closing sound: thus a becomes e; o. oo; &c. In the noise as possible. word "great" for example, instead of dwelling steadily upon the vowel sund a, the ringer changes it to e, and that which should be grea - - - - t, becomes grea - - e - - - - t; so

atequa the artishic applied to Time-let it be Ra - - - e, and not Ra - - e - - -

§ 187. CONSONANTS. Articulation is almost entirely dependent on the consonants. These should, therefore, receive very particular attention, and be delivered or articulated very quickly, smartly, forcibly, dis-§ 183. EXPLOSIVE TONE. A single short sound which is struck | tinctly, and with the greatest precision. The neglect of a careful utterance of the consonants, is a principal cause of indistinctness in singing.

§ 188. ACCENT. Accent is as important in singing as in speaking. If the poetry be regular in its construction, and is properly adapted to the music, the accentuation of the two will correspond. If otherwise, that of the former must, in general, be attended to, and the musical accent made to conform to it.

§ 189. PAUSE. Pauses, both grammatical and rhetorical, are also essential to good singing. In general, when necessary, they must be obtained, not by a pause in the time, the computation of which should be regularly carried on, but by shortening the preceding note; as in the following example, viz:



Joy to the world—the Lord is come! Joy to the world—the Lord is come!

§ 190. EMPHASIS. Emphatic words should be given with a greater or less degree of the explosive tone (sf.), without reference to rhythmical accent. In common psalmody its application is often very difficult, from a want of a proper adaptation of the poetry to the music, or appropriateness of one to the other. The effect of emphasis may often be increased. by a momentary pause.

§ 191. OPENING OF THE MOUTH. The mouth should in general be so far opened as to admit the end of the fore finger freely between the teeth. Singers do not usually open their mouths sufficiently wide to give a free and full passage to the sound.

§ 192. TAKING BREATH. (1) In taking breath make as little

(2) Let it be done quickly, and without any change in the position of the mouth.

cannot be avoided.

taking breath.

of rhythmical breathing, should be avoided.

(7) Take breath no more frequently than is necessary.

(8) Exercises on the explosive tone (fz.) will greatly assist in acquiring the art of taking breath.

§ 193. QUALITY OF TONE. The most essential qualities of a good

tone are purity, fulness, firmness and certainty.

(1) A tone is PURE, or clear, when no extraneous sound mixes with it; IMPURE, when something like a hissing, screaming, or huskiness is heard. Impurity is usually produced by an improper position of the mouth.

(2) A tone is FULL, when it is delivered in a free and unconstrained use of the appropriate organs of sound. A tone is FAINT when it is pro-

duced by a careless or negligent use of the organs.

(3 and 4) A tone is FIRM and CERTAIN, which, being correctly given, is held steadily, without change; and which seems to be perfectly under the control of the performer. Hence the following are faults, viz:

(1) Striking below the proper sound and sliding up to it, as from Five

to Eight, &c.

(2) A wavering, or trembling of the voice.

(3) A change just at the close of the tone, produced by a careless relaxation of the organs, which should always be held firm and immovable in their proper position until the sound ceases.

§ 194. TO CORRECT FAULTS. Whenever the teacher discovers a fault, let him first imitate it himself, and afterwards give the true style of performance; then let him require the pupils to imitate both the bad and entirely, and singing from a knowledge of elementary principles, in the use of the syllables of the good example. It is not sufficient for the teacher to say that a cer- solmization, should be substituted for it. tain fault exists, he must actually point it out, or exhibit it by his own performance, and this over and over again, until the pupils obtain a clear perception of it, and know both how to produce it, and how to avoid it.

§ 195. In all vocal performance attend to the shirit of the words.

(3) Never breathe between the different syllables of the same word. ||Enter into those emotions which are expressed by the poetry. Avoid a (4) When several notes come together, to one syllable, do not breathe dull, heavy, unmeaning, unfeeling, automaton-like style of performance, between them, except in long running passages, or divisions where it and cultivate that which comes from the heart, which is energetic, which has some soul, some meaning, and which is appropriate to the circum-(5) Words which are intimately connected in sense, as the article and stances and to the ocasion. The composer does but furnish the mere its noun, or the preposition and its noun, should not be separated by skeleton, and it depends upon the performer to say whether that inanimate form shall live, and breathe, and move so as to take deep hold of the af-(6) The practise of breathing at a particular part of the measure, or fections and control the feelings of others, thus producing the effects for which music is designed, and for which it is so admirably adapted.

CONCLUDING REMARKS.

Mode of instruction. It is not considered necessary that the foregoing instructions should be committed to memory and recited by the pupils; they are rather intended as a means of fixing the method of proceeding fully in the mind of the teacher; or as a text for him, the subjects of which, are to be brought before the school in familiar lectures, and stated, explained, and illustrated according to his discretion. Should any teacher, however, prefer the other method, (that of committing to memory) he can easily point out to the pupils those seetions which he wishes them to commit, distinguishing them from those which are more partieularly intended as mere directions to the teacher, and which will readily be perceived.

BLACK BOARD. The teacher will need a Black Board, with two staffs drawn across it. A convenient size is found to be, say about six feet long and two and a half feet wide. The lines of the staff to be painted white, and about an inch apart. The board should be placed back of the teacher, and in such a position as that when the pupils face him they will have a full view of it. With common chalk (prepared or refined is better) he should write the examples, rhythmical, melodic, and dynamic by way of illustration and for practise. He should always go on the principle of teaching one thing at a time, and not proceed until each lesson is understood. A small light rod or stick, two or three feet long, will be found convenient for pointing to the board, and for beating time.

SINGING BY ROTE. In the first commencement of a school it is very desirable to introduce immediately, singing by rote. Its advantages are,

1st. It affords variety and gratifies the pupils.

2d. It has a tendency to improve both the ear and the voice.

3d. It gives the teacher an opportunity to correct numerous faults, as it respects the delivery

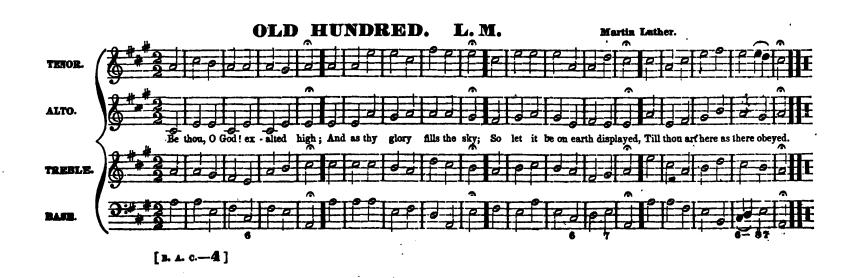
of the voice, quality of tone, and style and manner of performance.

Singing by rote may profitably occupy, perhaps, at different intervals, a quarter of the time devoted to the first six, or perhaps twelve, lessons; after which, the pupils will have made so much progress as to be able to sing from a knowledge of the elementary principles of music; when they have once arrived at this point, singing by rote and by words should be given up

FINALLY. It must not be supposed that vocal music can be taught in a few lessons, or in a short time. It is at least as difficult to acquire a practical knowledge of singing, as it is to acquire a practical knowledge of Latin or Greek, or any modern language, and indeed much more so; for, while one depends almost exclusively on intellectual application and exertion, the other denends essentially on the cultivation of taste, and of those faculties which can only be gradually unproved by an industrious, patient and persevering course of practice.

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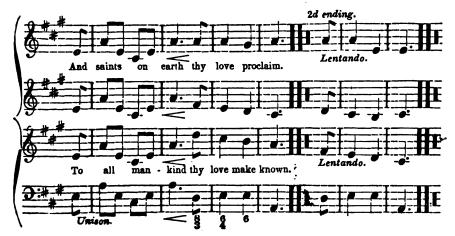












Awake my tongue—awake, my lyre, With morning's earliest dawn arise; To songs of joy my soul inspire, And swell your music to the skies.

With those, who in thy grace abound, To thee I'll raise my thankful voice; While every land—the earth around, Shall hear—and in thy name rejoice.

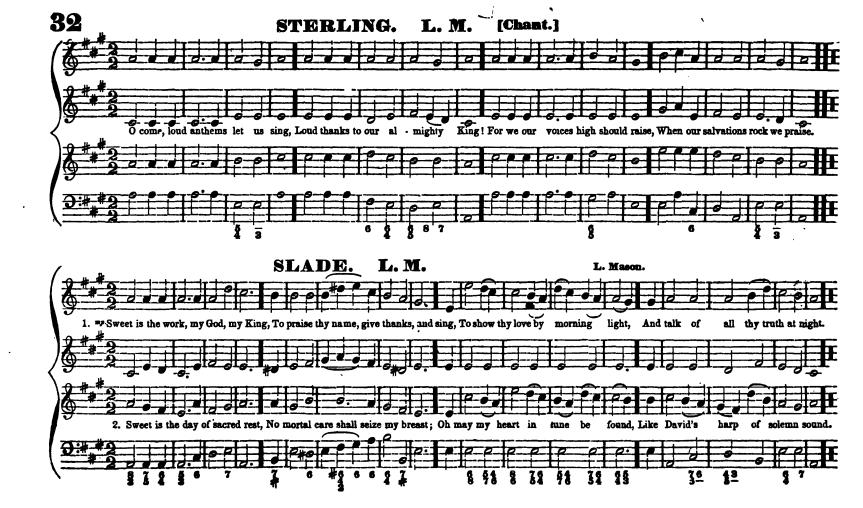
Eternal God, celestial King, Exalted be thy glorious name; Let hosts in heaven thy praises sing, And saints on earth thy love proclaim. Church Psalmody, Ps. 57, 4th Pt.







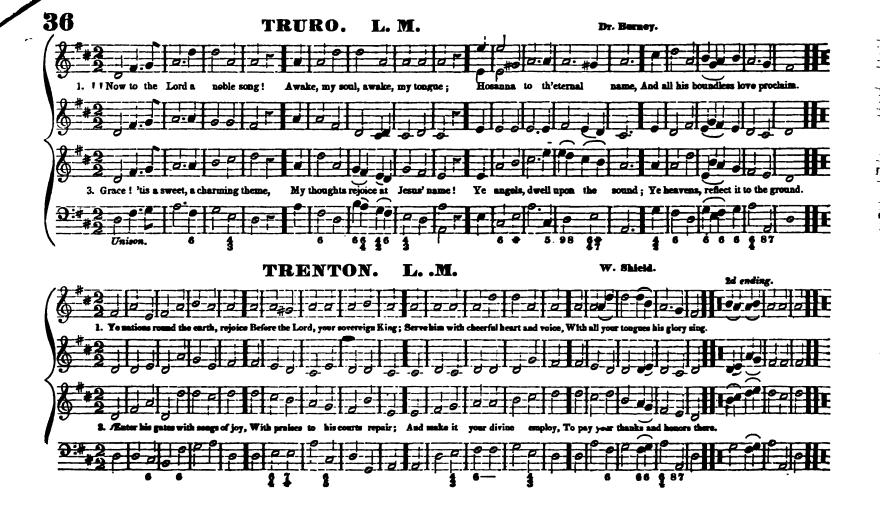














LOWELL. L. M.



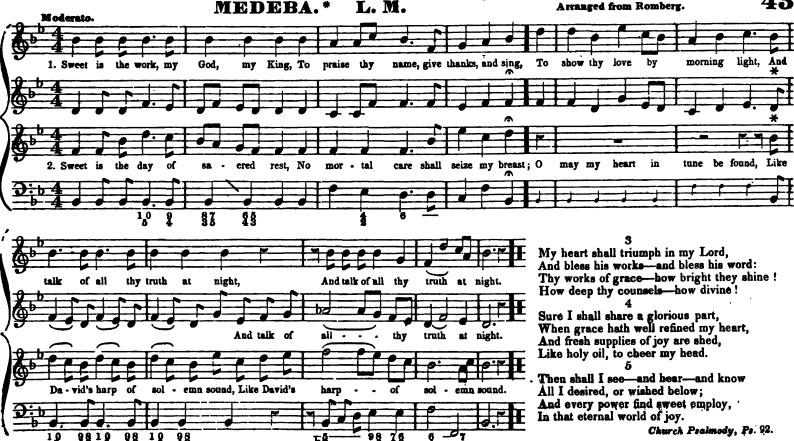










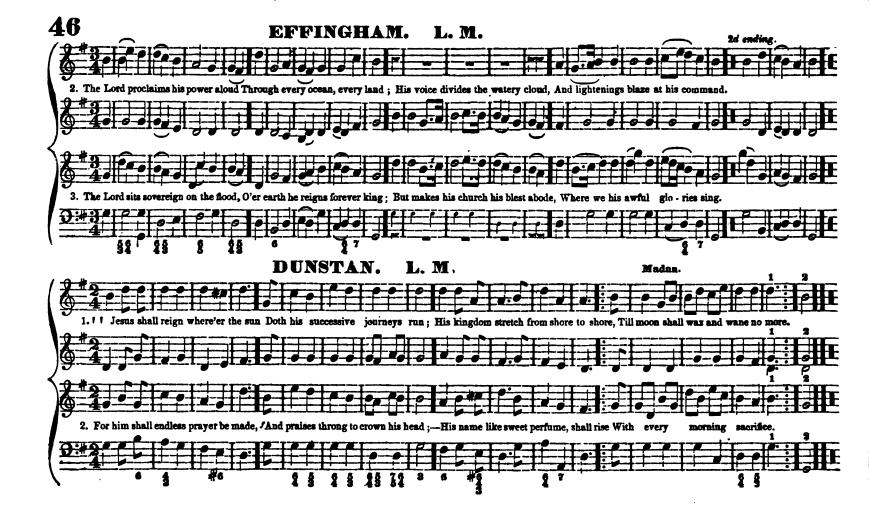


• From this place to the end of the tune, the Treble and Alto may change parts, the Alto singing the Treble an 8v lower than it is written. Such transpositions, when they can be made without violating the rules of counterpoint, may be often rendered effective, and they afford a pleasing variety in singing several stanzas.

This tune is taken from "Occasional Psalm and Hymn Tunes," by permission of the proprietor of that work.













[B. A. C. — 7]

1. My soul, inspired with

WINDHAM.

MEDWAY.

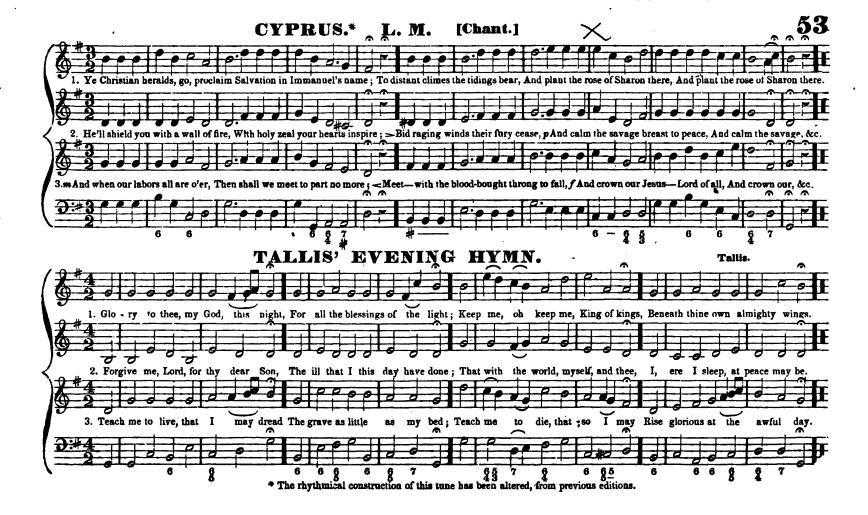
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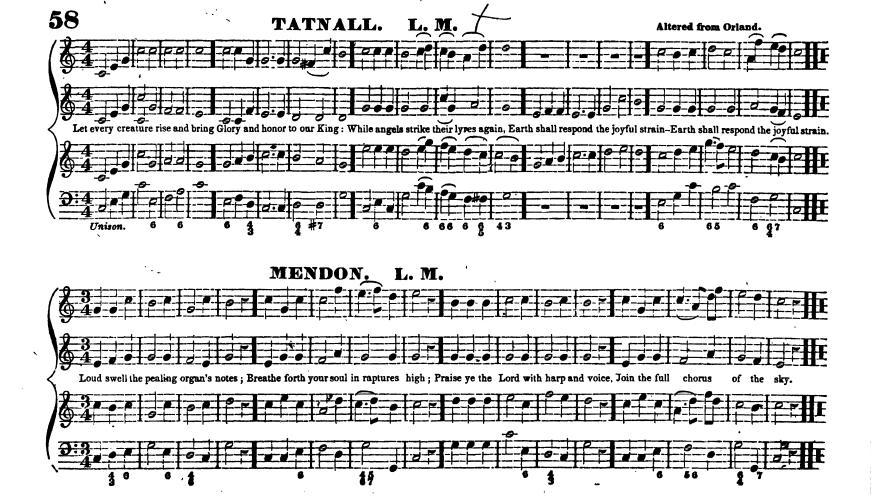


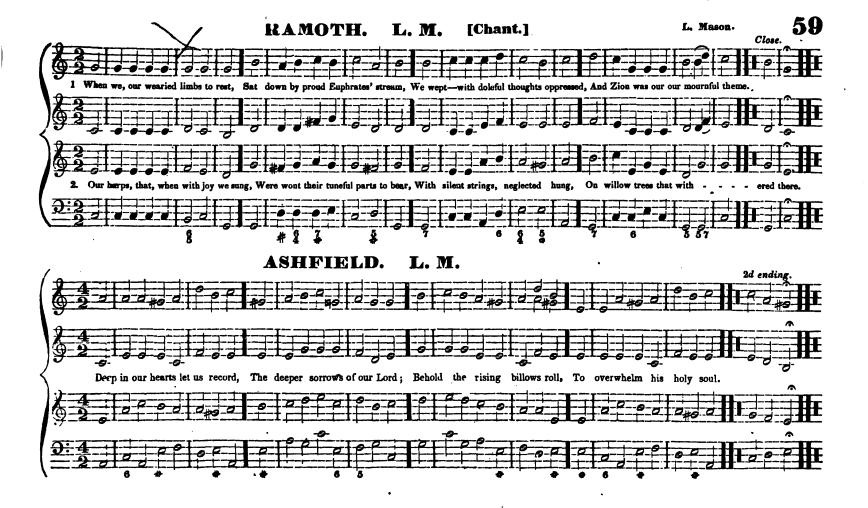






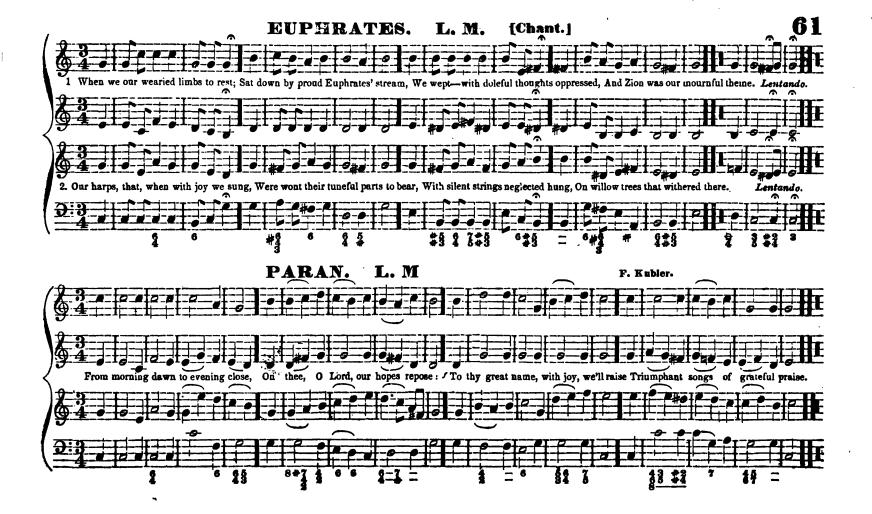




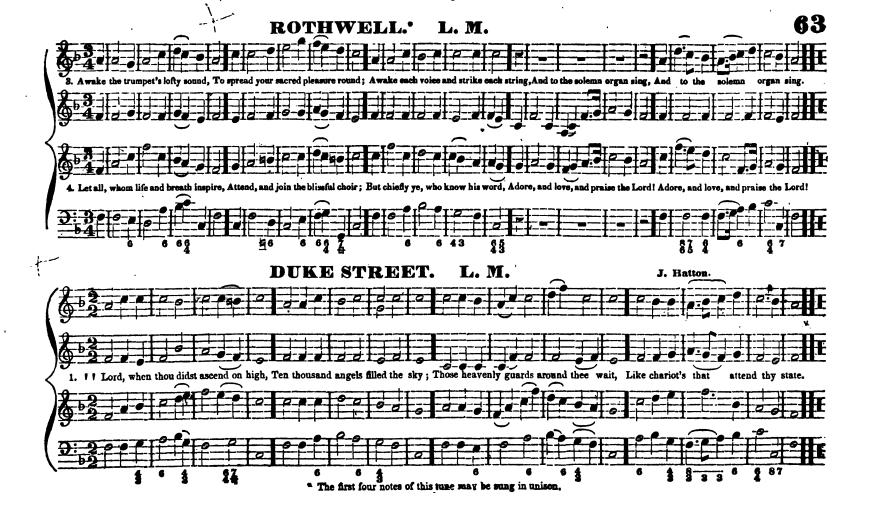


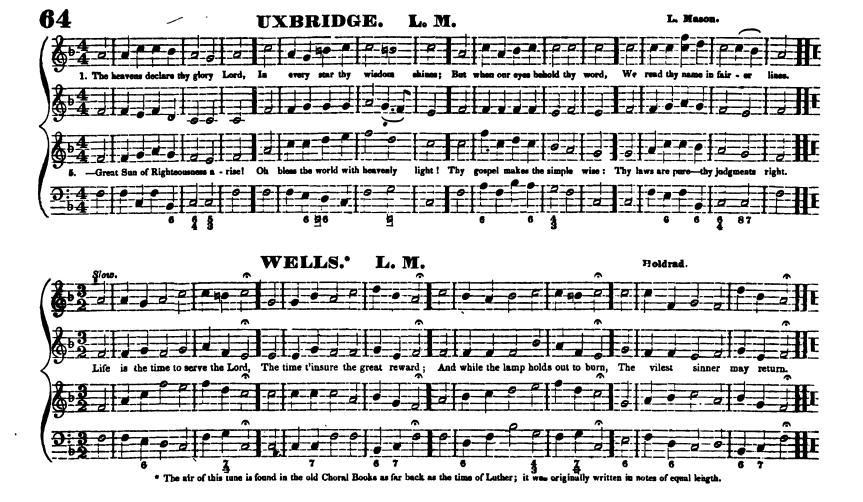


2. Hear us, great Shepherd of thy sheep: Our wanderings heal—our footsteps keep: We seek thy sheltering fold again; Nor shall we seek thee, Lord, in vain.







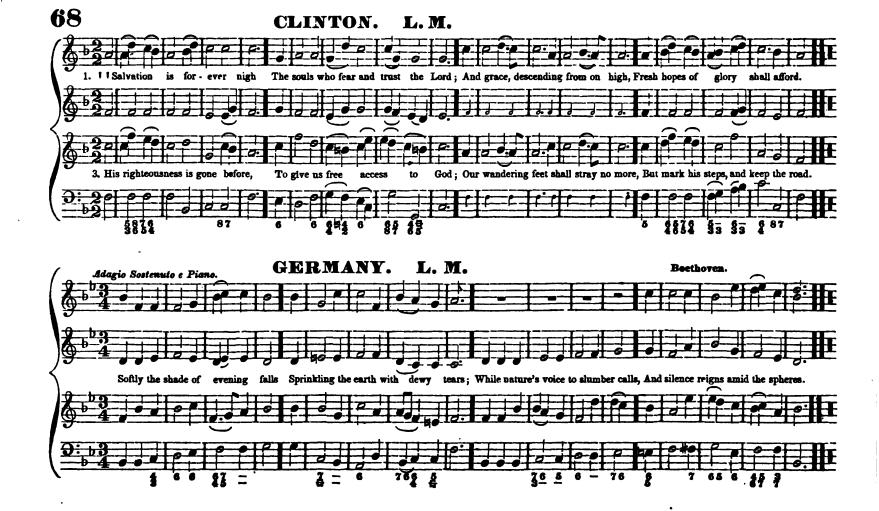


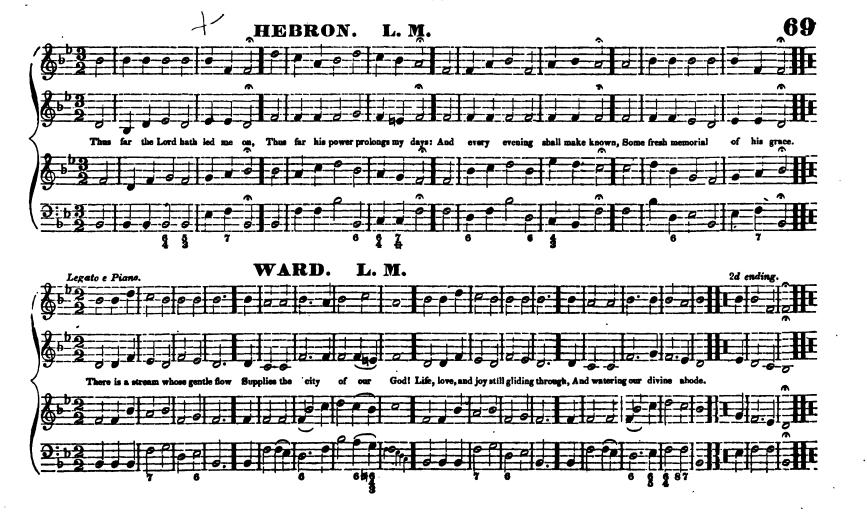




* This tune may be sung as a duet by two voices, either trebles or tenors; or as a trio by trebles and alto, (alto singing the base 8v higher,) or by trebles and base, or by tenors and base, or it may be sung in full as it is written.

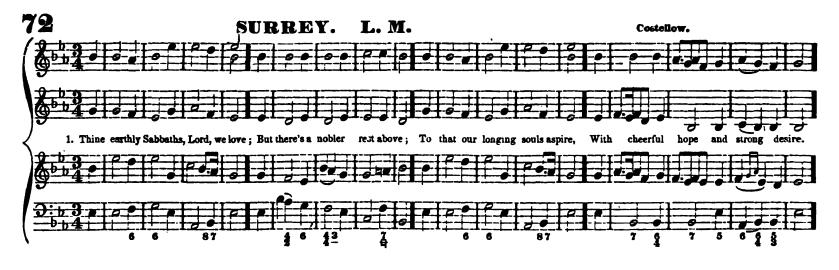














No more fatigue—no more distress, Nor sin, nor death shall reach the place; No groans shall mingle with the songs, Which warble from immortal tongues.

No rude alarms of raging foes,
No cares to break the long repose;
No midnight shade—no clouded sun—
But sacred, high, eternal noon.

Thine earthly Sabbaths, Lord, we love;
But there's a nobler rest above;
To that our longing souls aspire,
With cheerful hope, and strong desire.

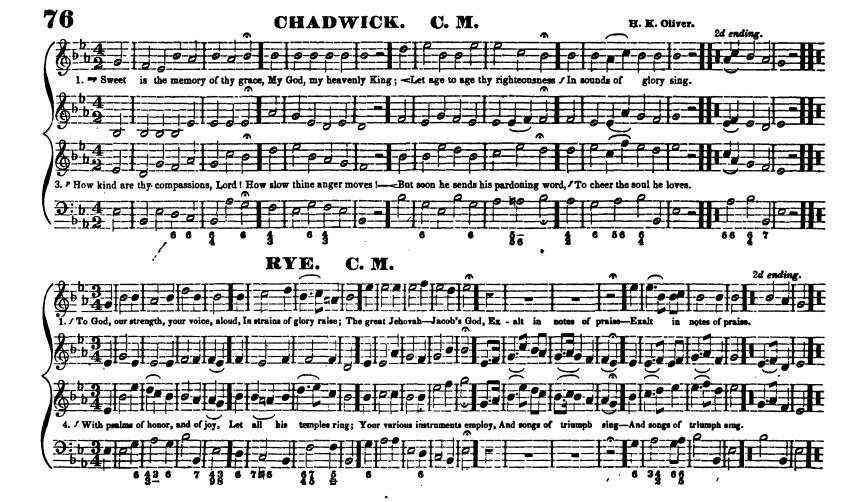
Church Psalmody, Hy. 454.





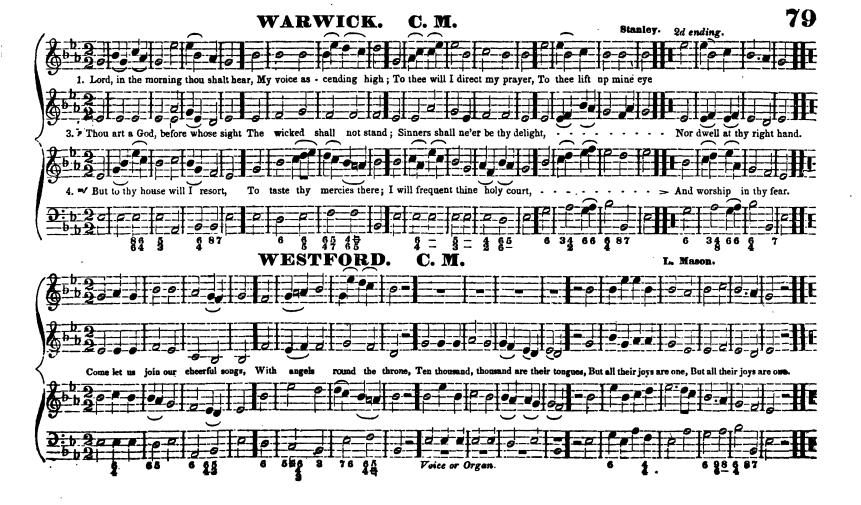




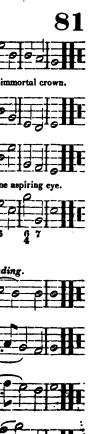




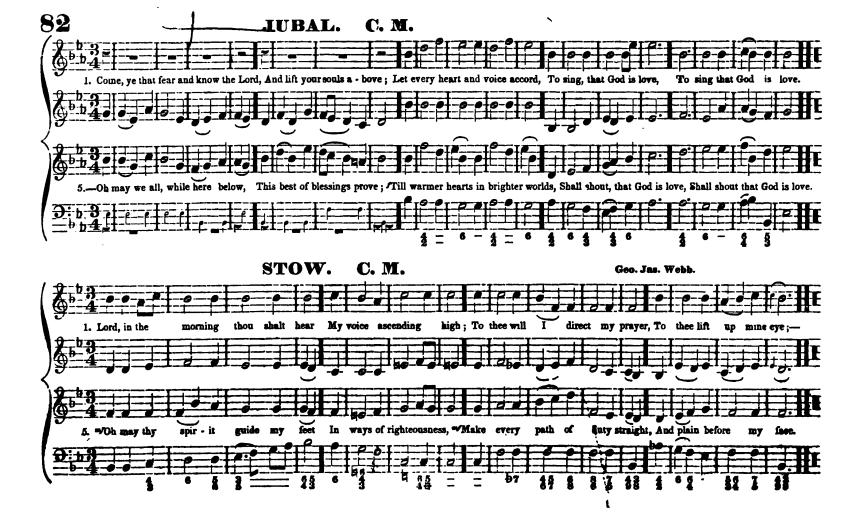


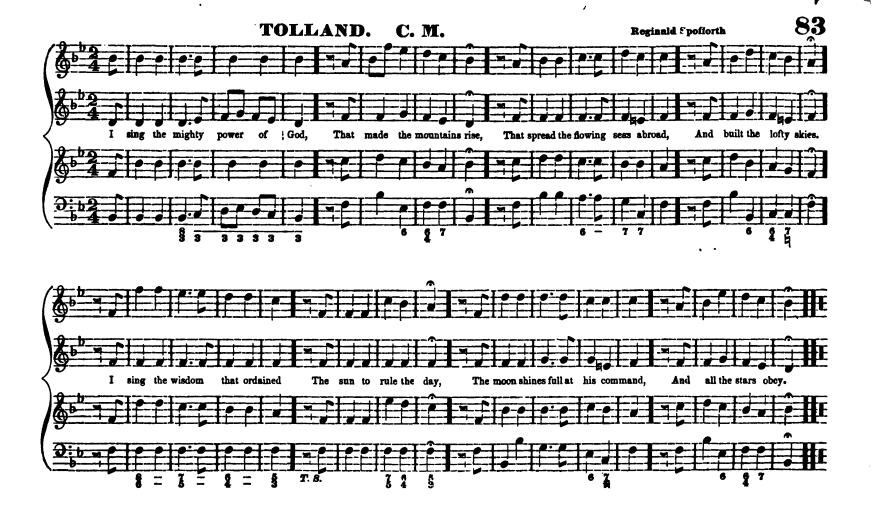


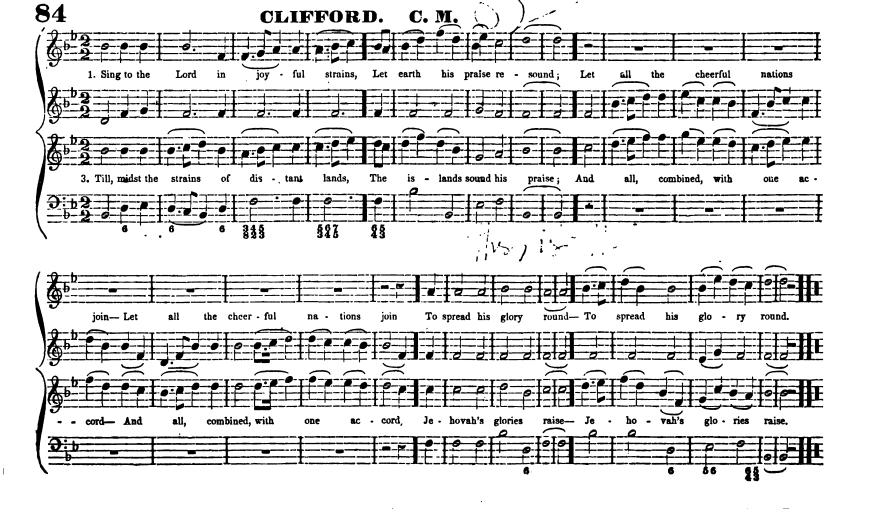






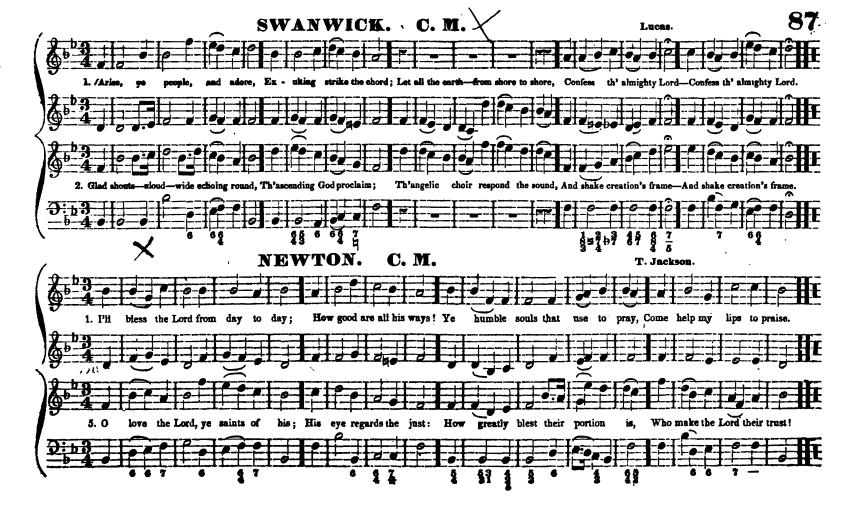




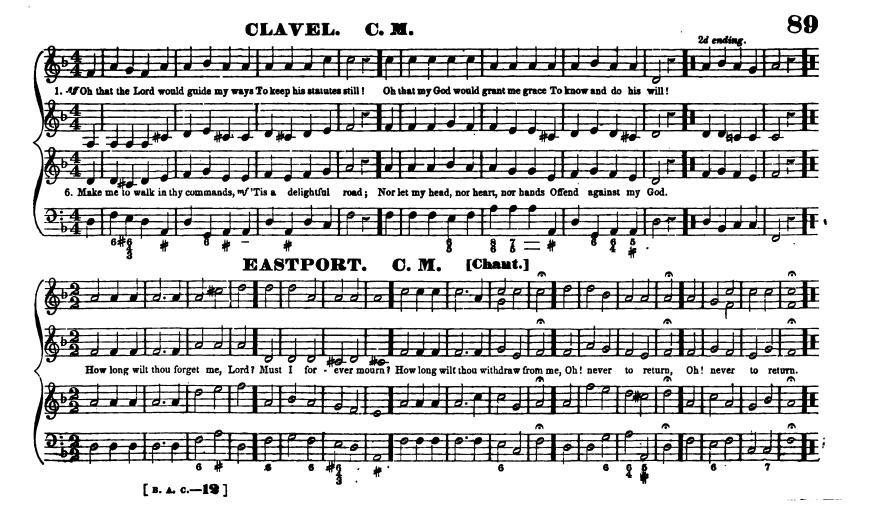




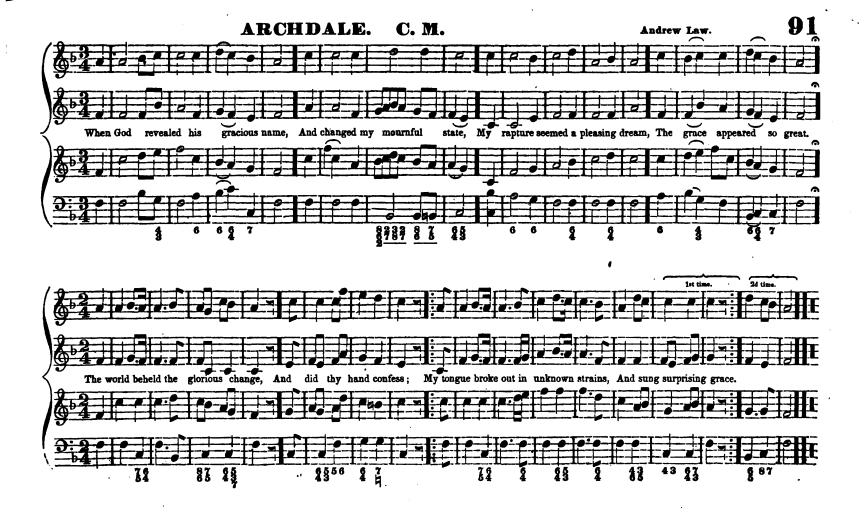
















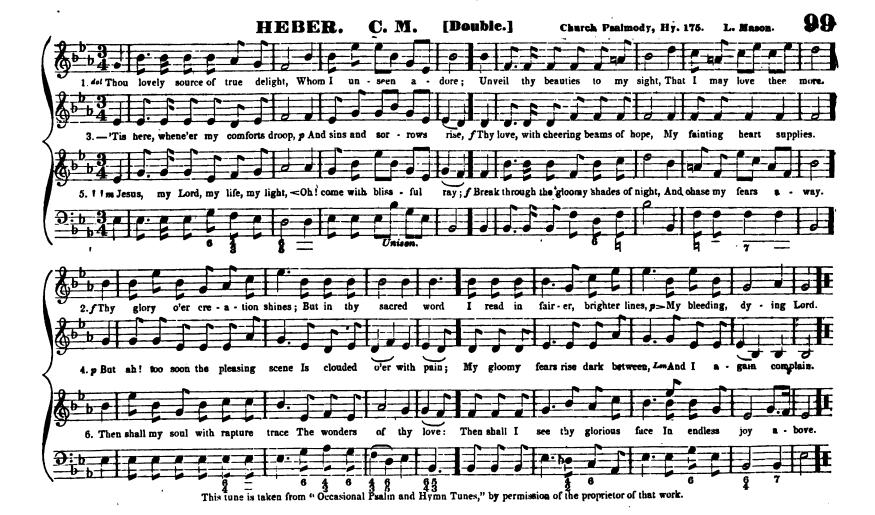


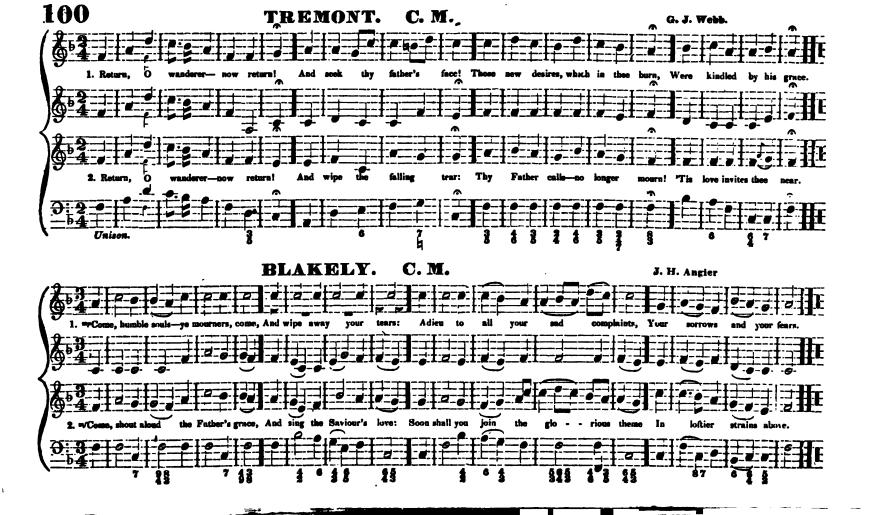










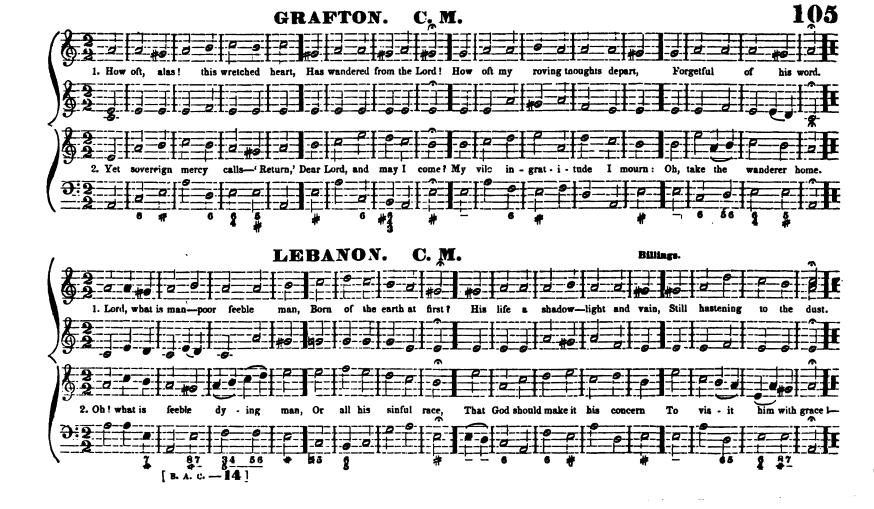


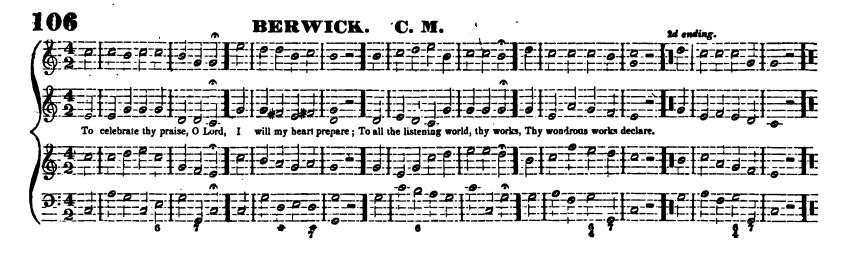


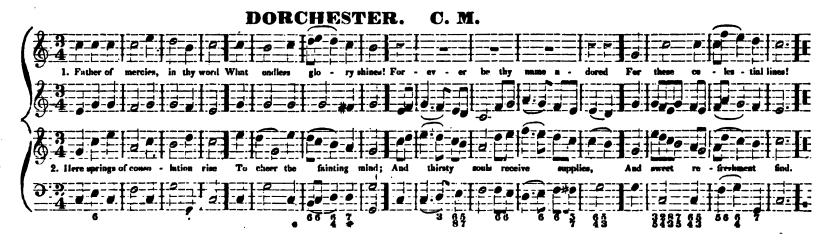
















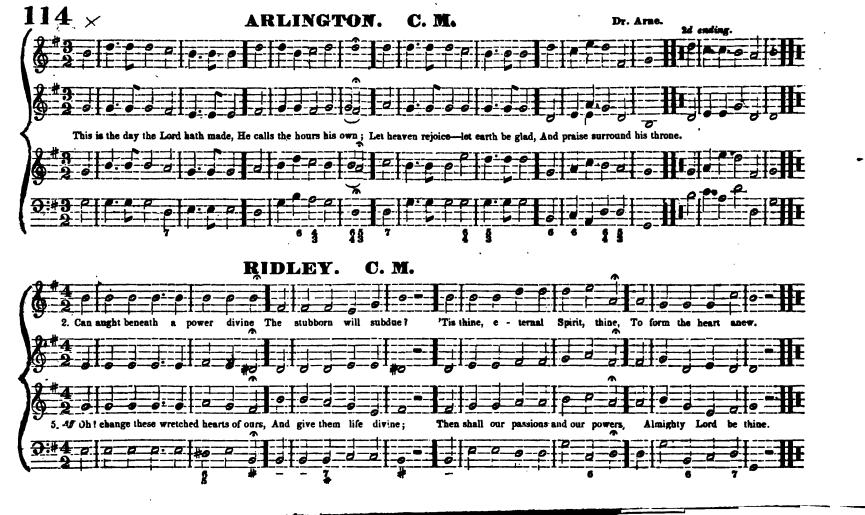


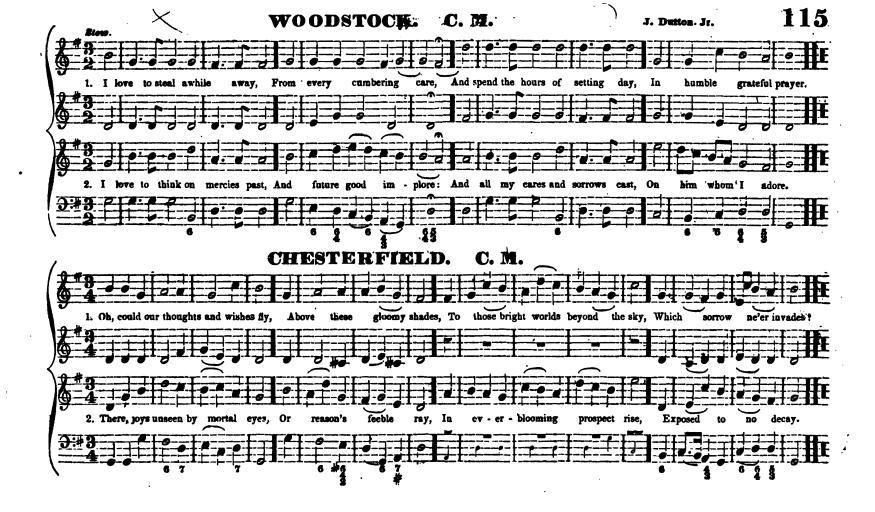








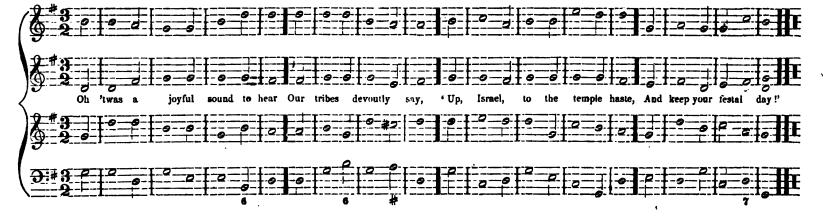








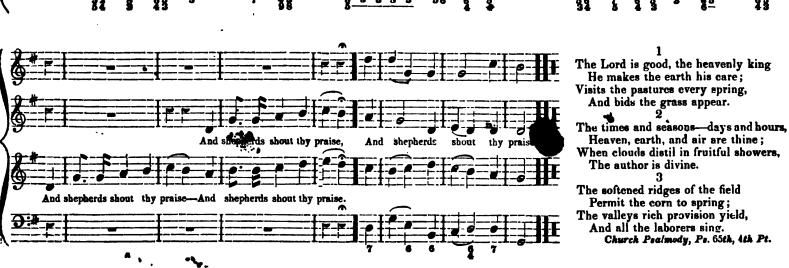
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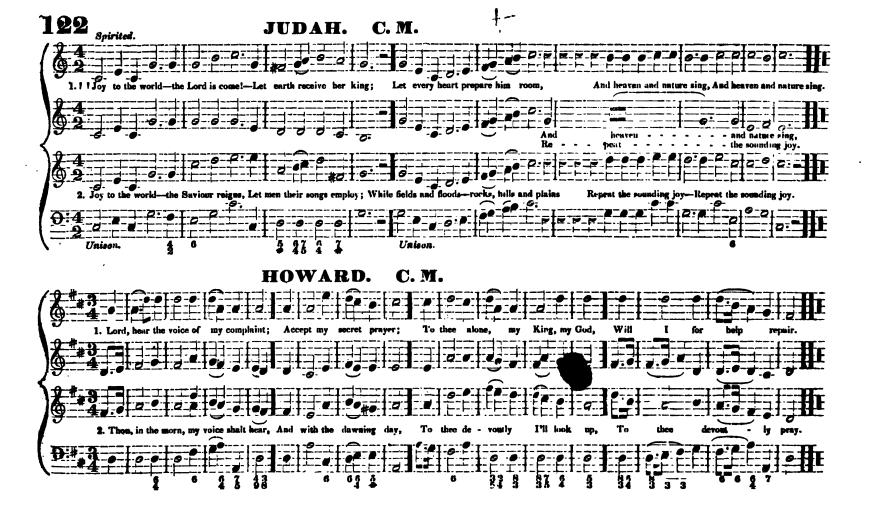


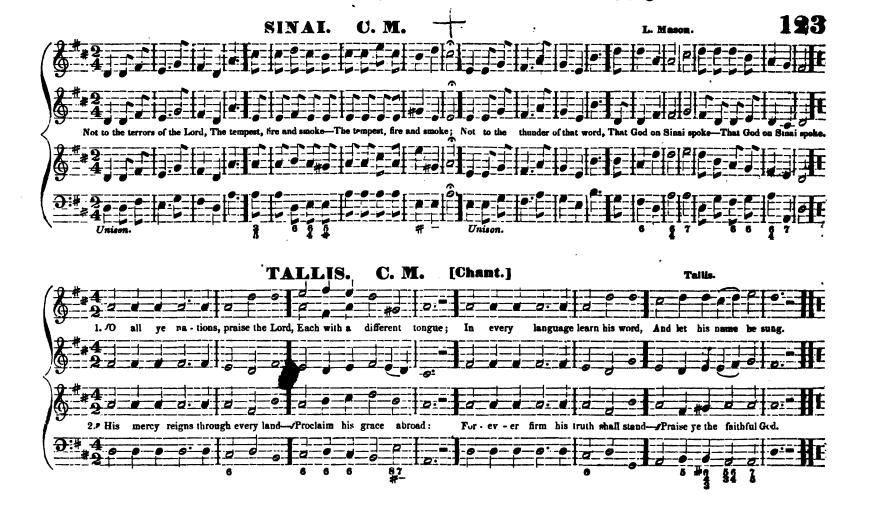


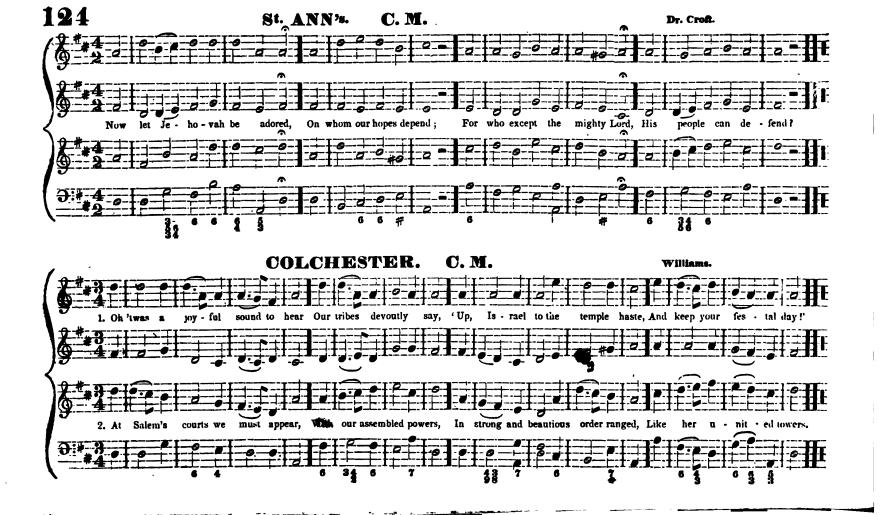




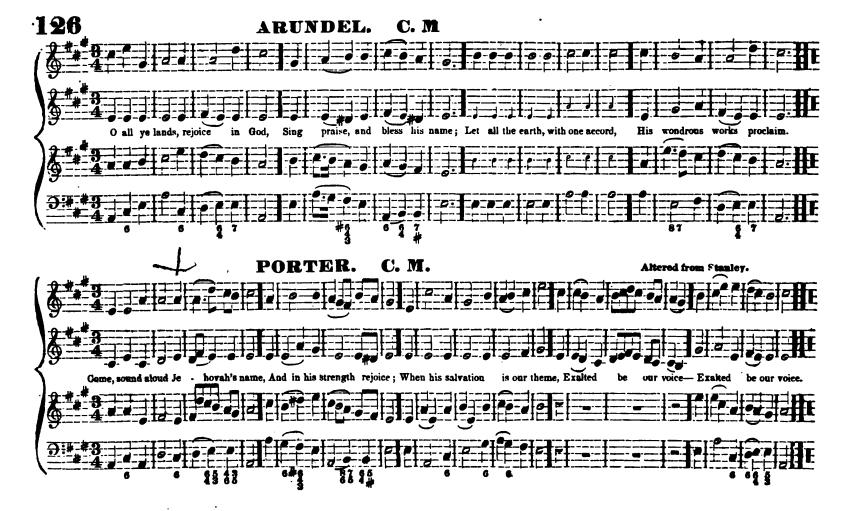






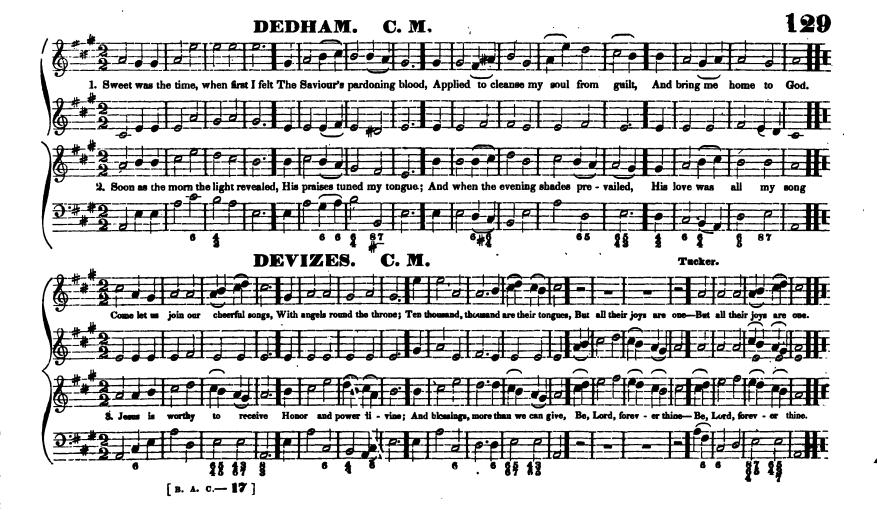






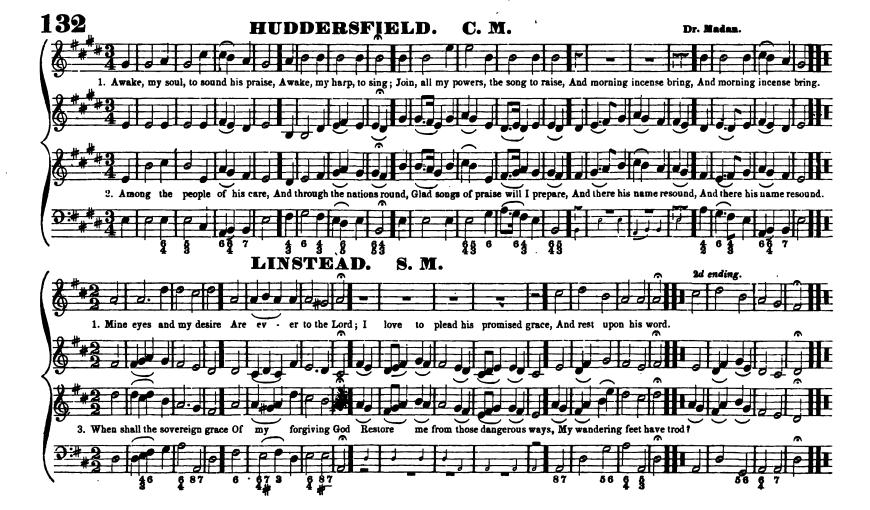
















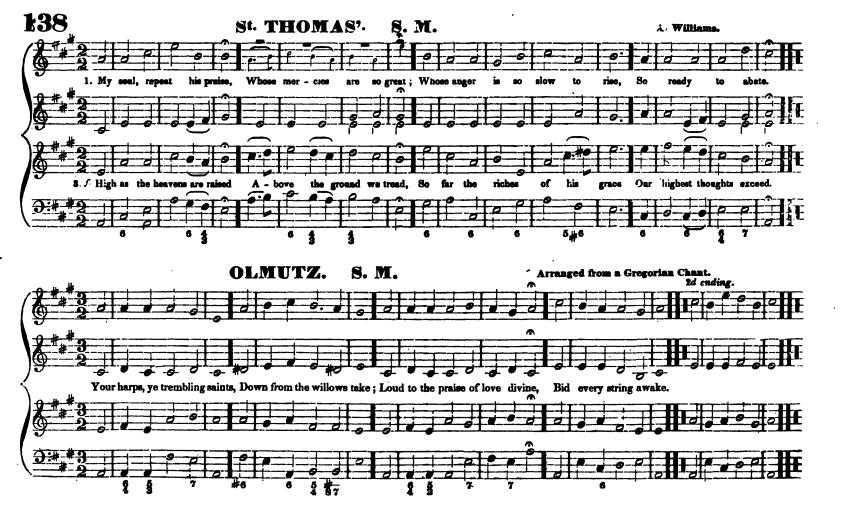


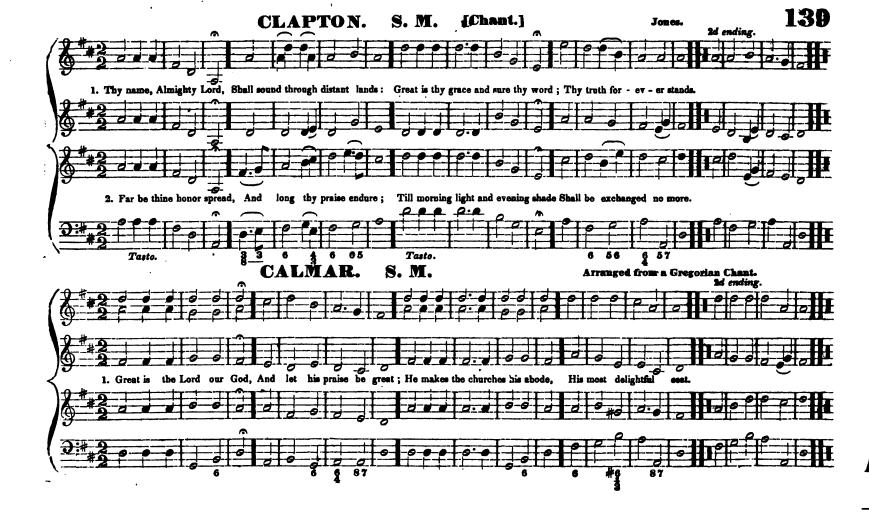










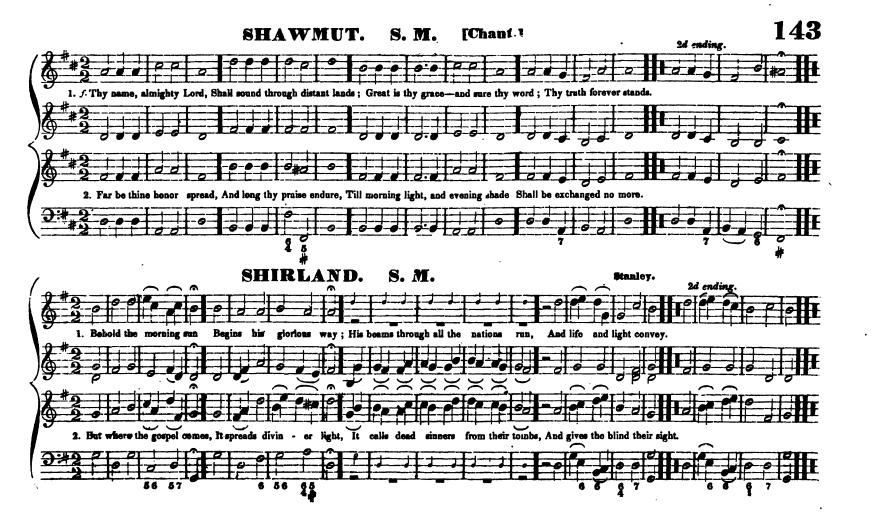




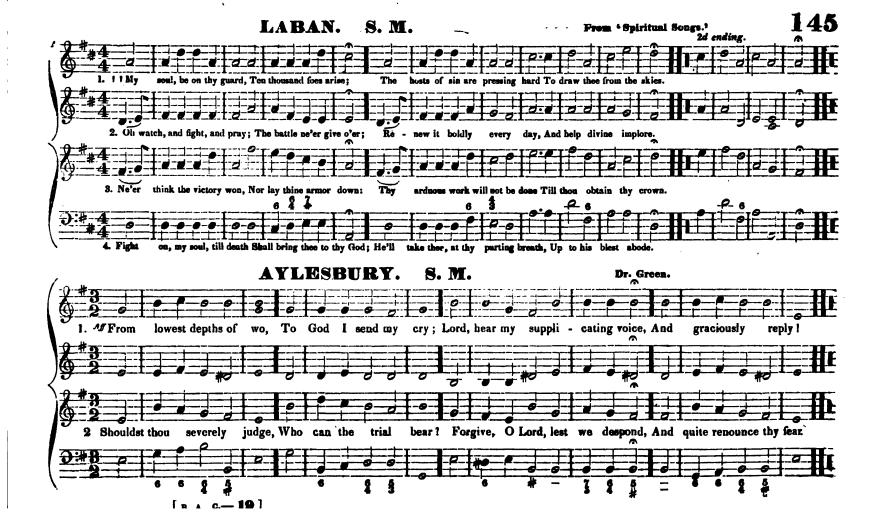
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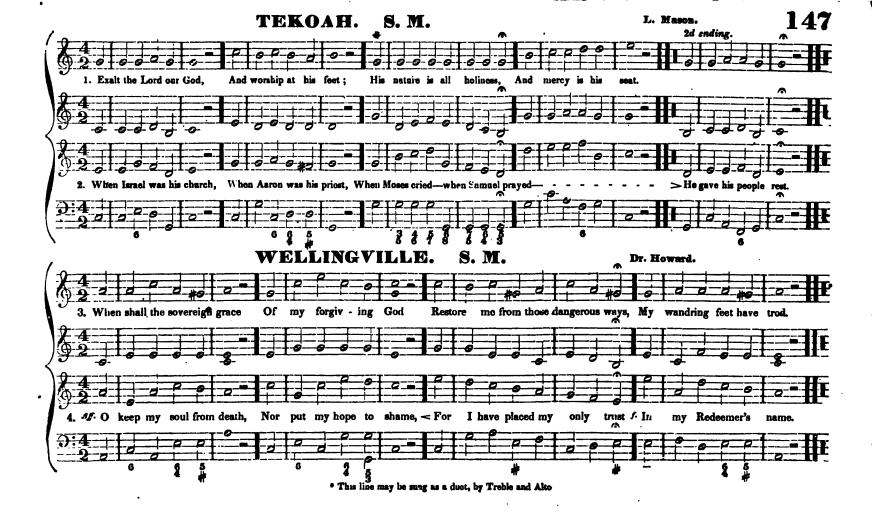


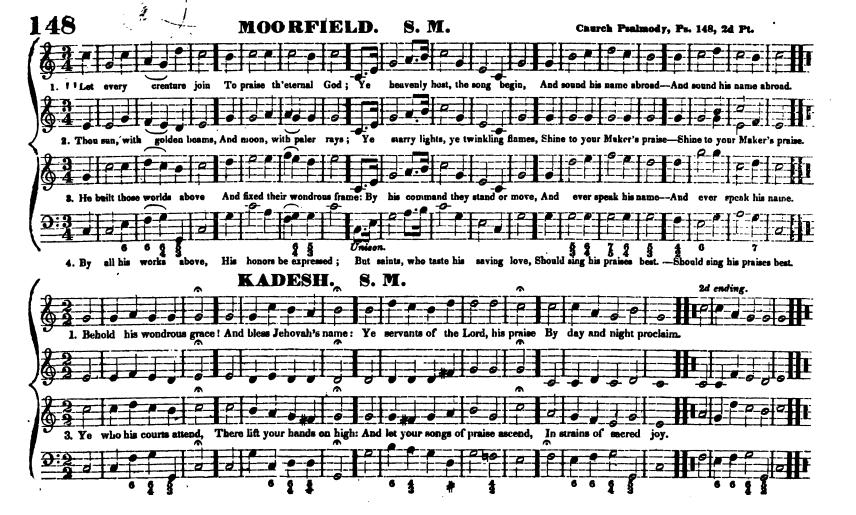








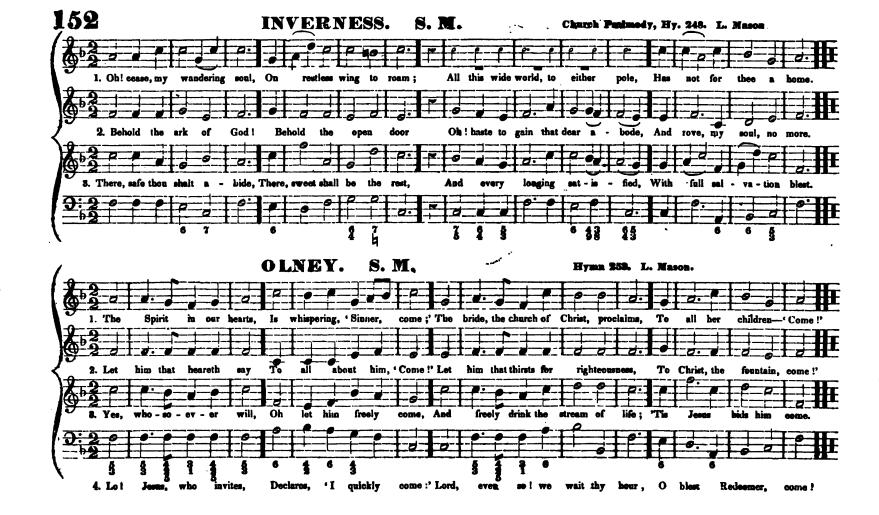


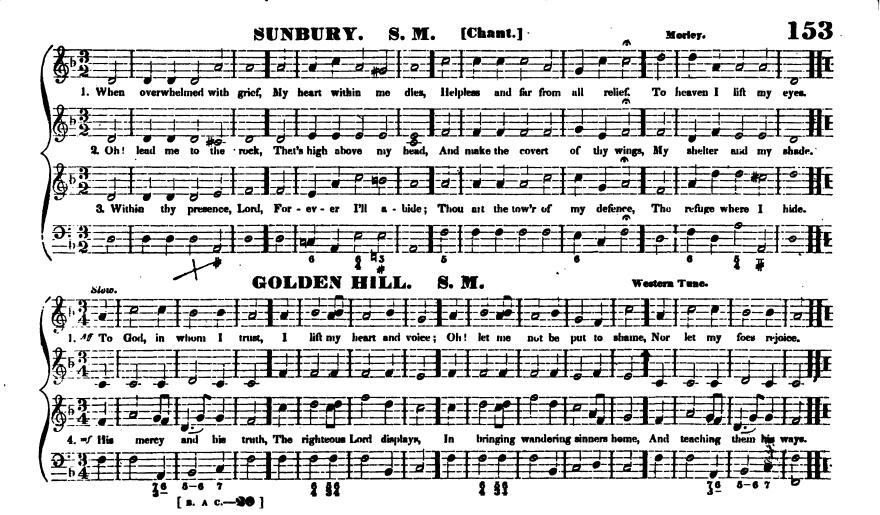


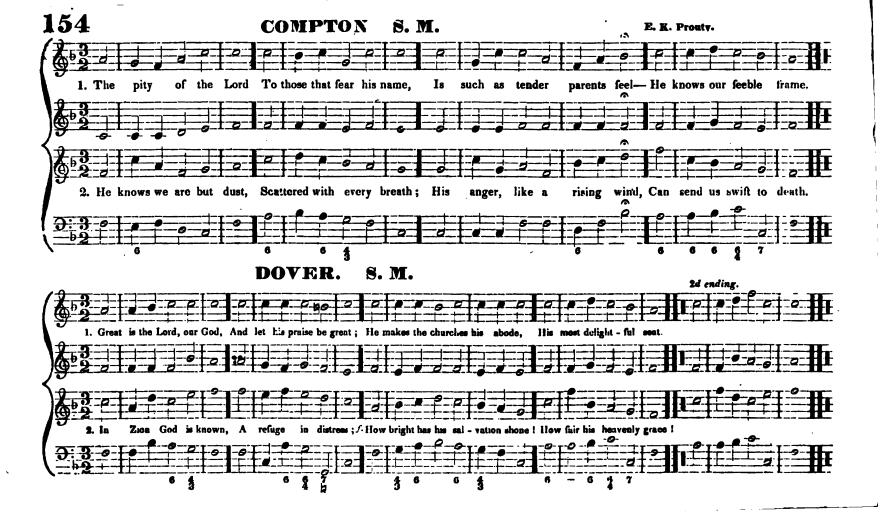


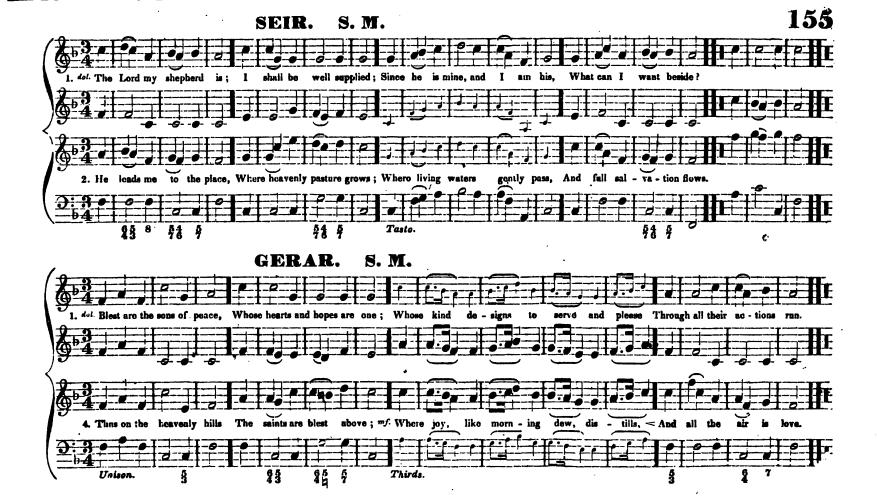




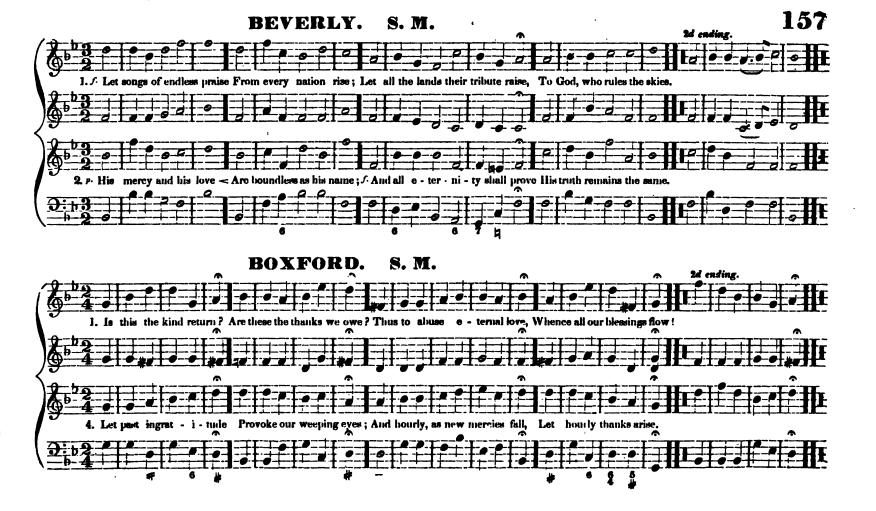


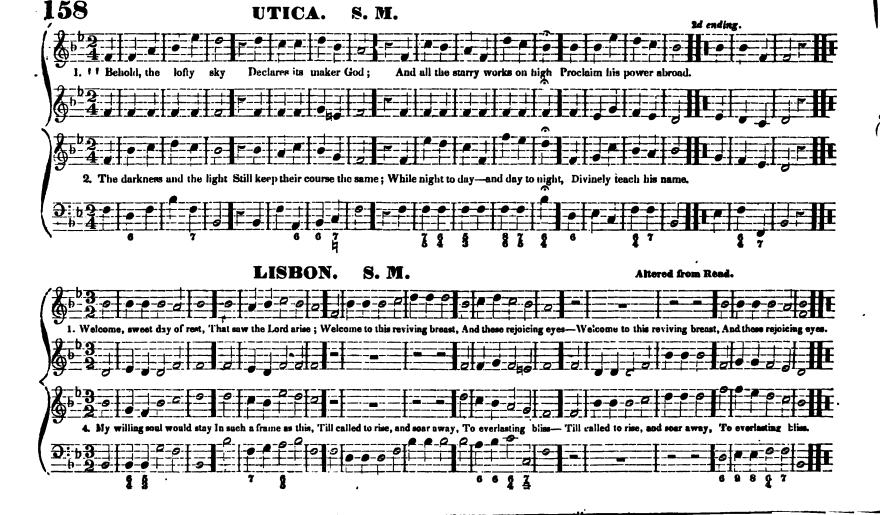














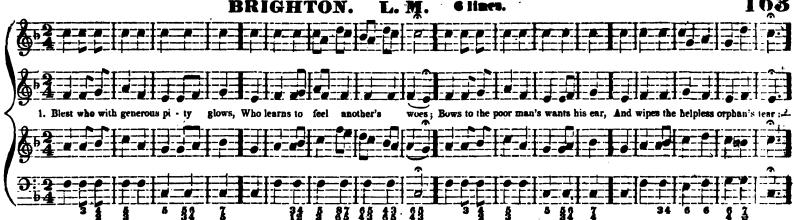


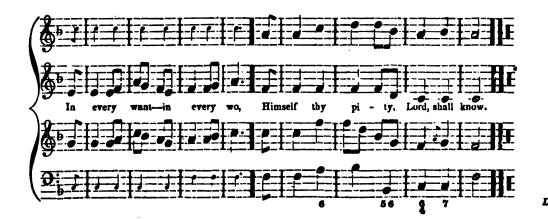






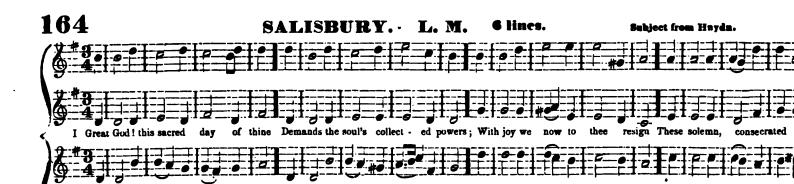


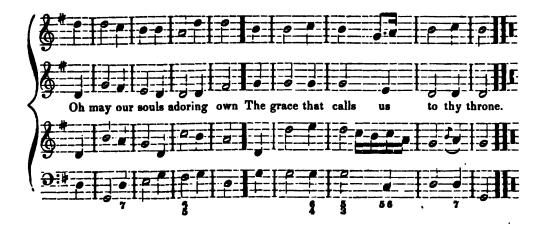




Blest who with generous pity glows, Who learns to feel another's woes; Bows to the poor man's wants his ear, And wipes the helpless orphan's tear :-In every want-in every wo, Himself thy pity, Lord, shall know.

Thy love his life shall guard—thy hand Give to his lot the chosen land; Nor leave him, in the dreadful day, To unrelenting foes a prey. In sickness thou shalt raise his head, Les. And make with tenderest care his bed.





All-seeing God! thy piercing eye
Can every secret thought explore;
May worldly cares our bosoms fly.
And where thou art intrude no more:
Oh may thy grace our spirit move,
And fix our minds on things above!

Thy Spirit's powerful aid impart,
And bid thy word, with life divine,
Engage the ear—and warm the heart;
Then shall the day indeed be thine:
Our souls shall then adoring own
The grace that calls us to thy throne.

Church Psalmedy. Hy. 450





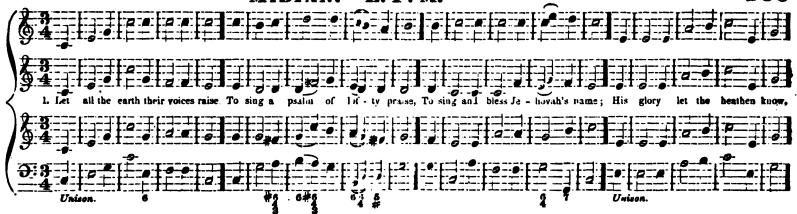






Let all the earth their voices raise,
To sing a pealm of lofty praise,
To sing and bless Jehovah's name
His glory let the heuthen know,
His wonders to the nations show,
And all his saving works proclaim.

Oh! haste the day—the glorious hour,
When earth shall feel his saving power,
And barbarous nations fear his name
Then shall the race of man confess
The beauty of his holiness,
And in his courts his grace proclaim.
Church prelmody, Ps. 96. 1st Pt.





Let all the earth their voices raise,
To sing a psulm of lofty praise,
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Church Postmody, By. 96. 1st Pt.

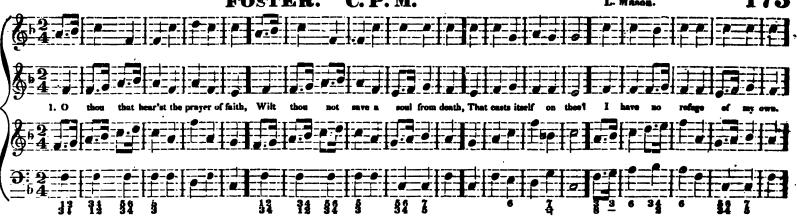














Slain in the guilty sinner's stead, His spotless righteousness I plead, And his availing blood: That righteou-ness my robe shall be, That merit shall atone for me, And bring me near to God.

Then save me from eternal death, The spirit of adoption breathe, His consolations send: By him some word of life impart, And sweetly whisper to my heart, 'Thy maker is thy friend.'

The king of terrors then would be A welcome messenger to me, To bid me come away: / Unclogged by earth, or earthly things, I'd mount, I'd fly, with eager wings, To everlasting day. Church Psa'mody, Hy. 303



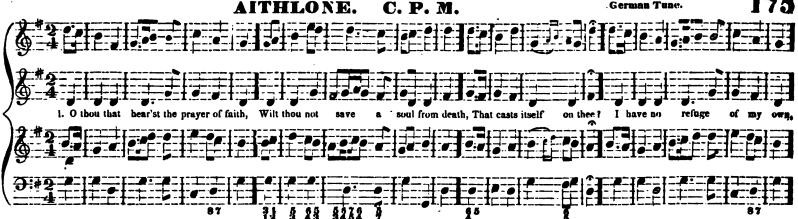
With holy joy I hail the day, That warns my thirsting soul away; What transports fill my breast! For, lo! my great Redeemer's power Unfolds the everlasting door,

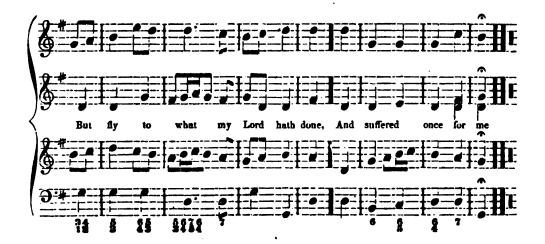
And leads nie to his rest!

Hither, from earth's remotest end, Lo! the redeemed of God ascend, Their tribute hither bring:

Here, crowned with everlasting joy, In hymns of praise their tongues employ, And hail th' immortal King.

Church Psalmody, Ps. 122 4th Pt

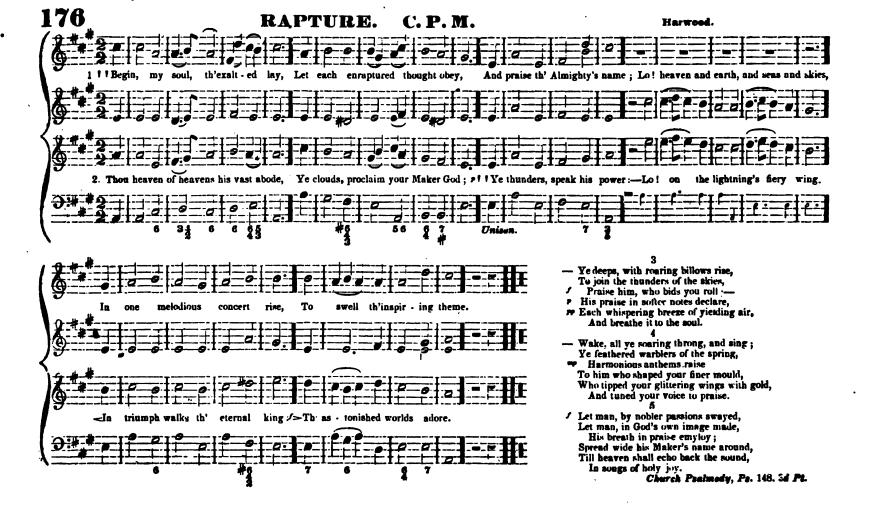




Slain in the guilty sinner's stead, His sputless righteonsness I plead, And his availing blood: That righteousness inv robe shall be, That merit shall atone for me, And bring me near to God.

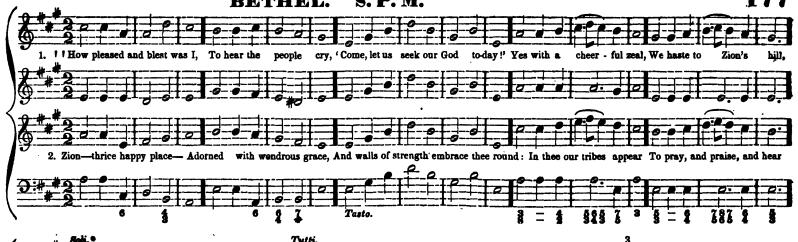
Then save me from eternal death, The spirit of adoption breathe, His consolations send: By him some word of life impart, And sweetly whisper to my heart, 'Thy maker is thy friend'

"The king of terrors then would be A welcome messenger to me, To bid me come away : I Unclogged by earth, or earthly things, I'd mount, I'd fly, with eager wirgs. To everla ting day Church Poa'mody, Hy. 303











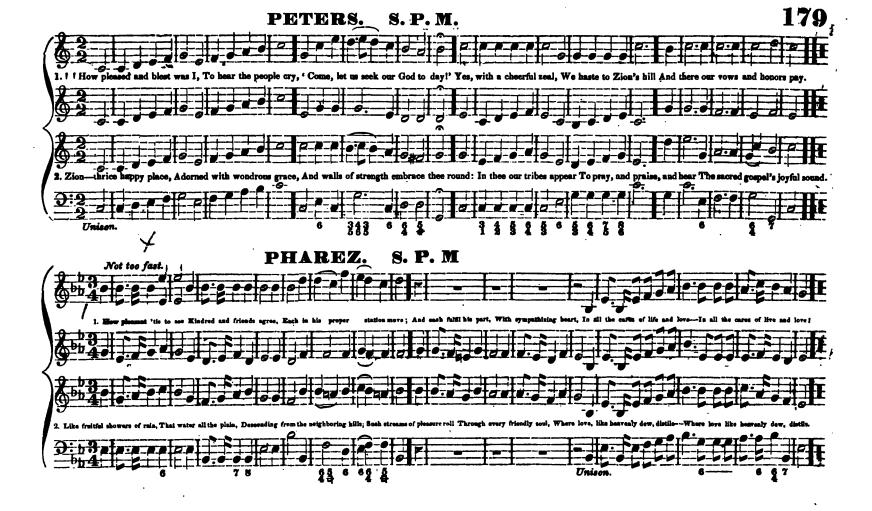
Here David's greater Son Has fixed his royal throne; He sits for grace and judgment here: He bids the saints be glad, He makes the sinners sad, And humble souls rejoice with fear.

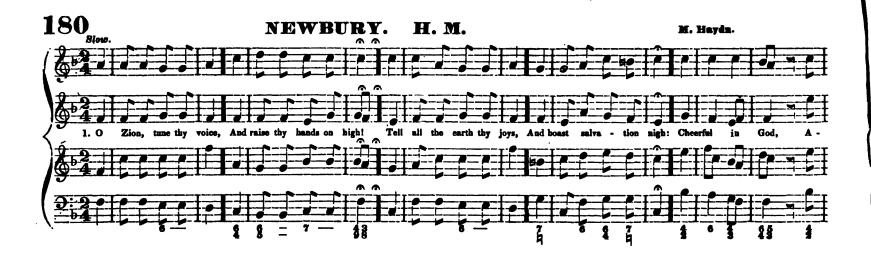
P May peace attend thy gate, And joy within thee wait To bless the soul of every guest: The man who seeks thy peace, And wishes thine increase. A thousand blessings on him rest!

My tongue repeat her vows, P 'Peace to this sacred house!' For here my friends and kindred dwell: And since my glorious God Makes thee his blest abode, My soul shall ever love thee well.

Church Psalmody, Ps. 122, 5th P





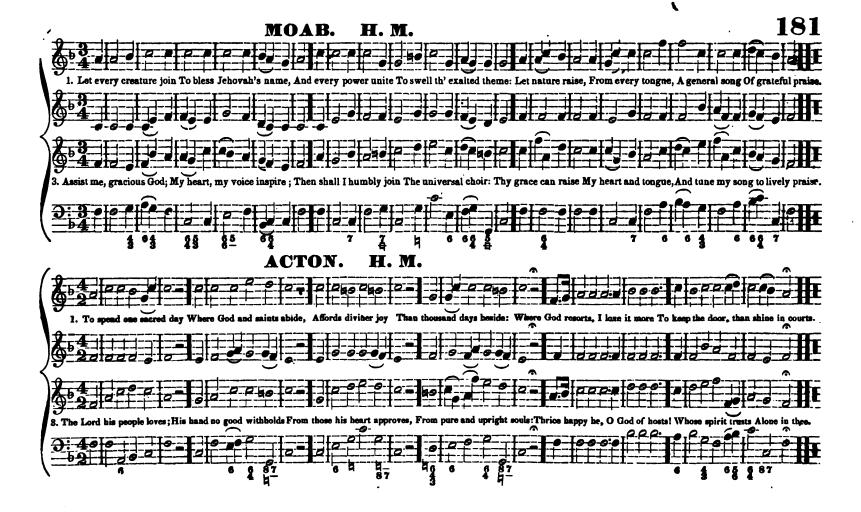


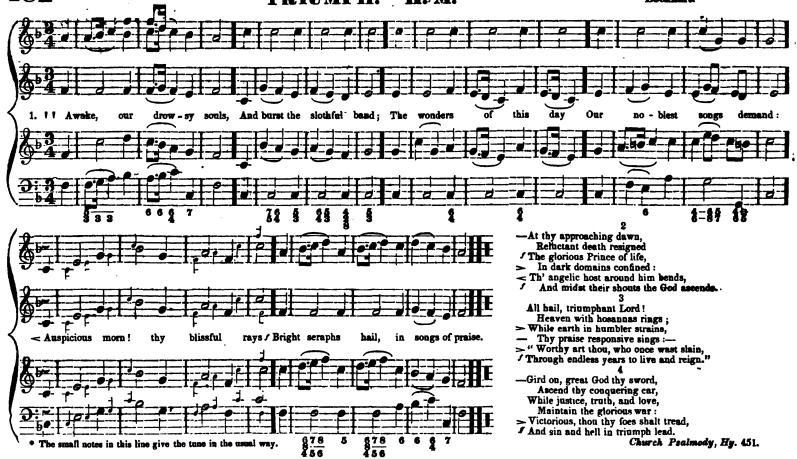


He gilds thy mourning face
With beams which cannot fade:
His all-resplendent grace
He pours around thy head:
The nations round | With lustre new
Thy form shall view, | Divinely crowned.

3
In honor to his name,
Reflect that sacred light;
And loud that grace proclaim,
Which makes thy darkness bright:
Pursue his praise,
Till sovereign love, | In worlds above,
The glory raise.

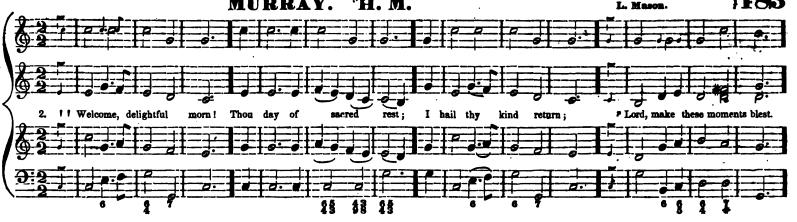
Church Psalmody, Hy. 526.

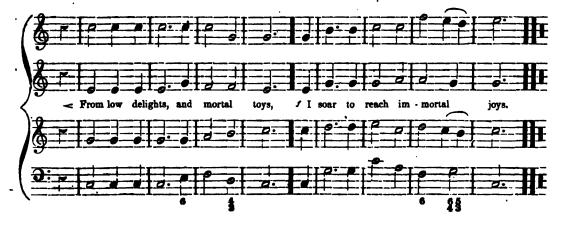












' Now may the King descend, And fill his throne of grace;

Thy sceptre Lord, extend,

Sing small soles.

While saints address thy face:

Let sinners feel thy quickening word,

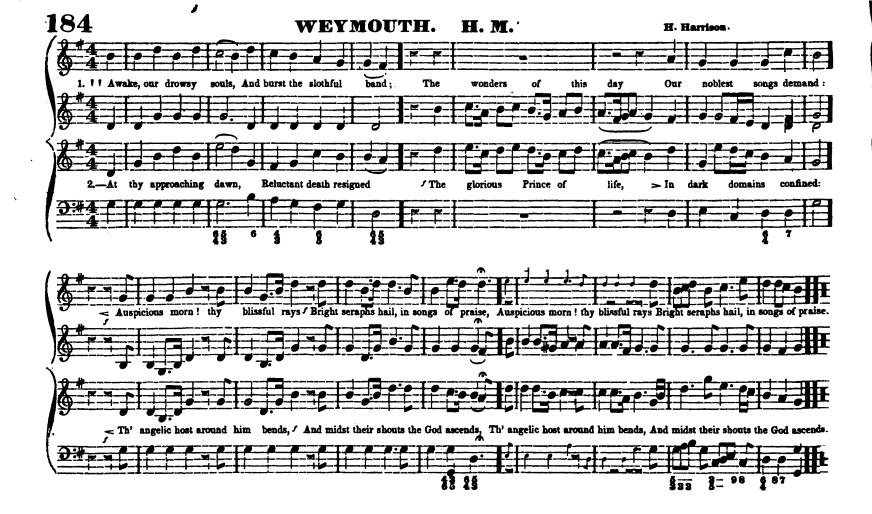
And learn to know and fear the Lord.

Singustall notes.

Descend, cenestial Dove,

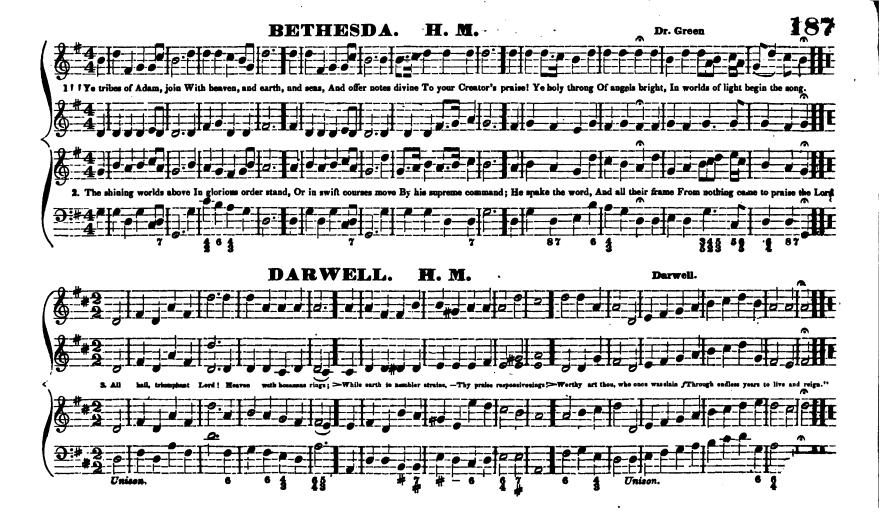
With all thy quickening powers; Disclose a Saviour's love, C Sing small notes. And bless these sacred hours:

I Then shall my soul new life obtain, Nor Sabbaths be indulged in vain. Church Psalmody, Hy. 442.

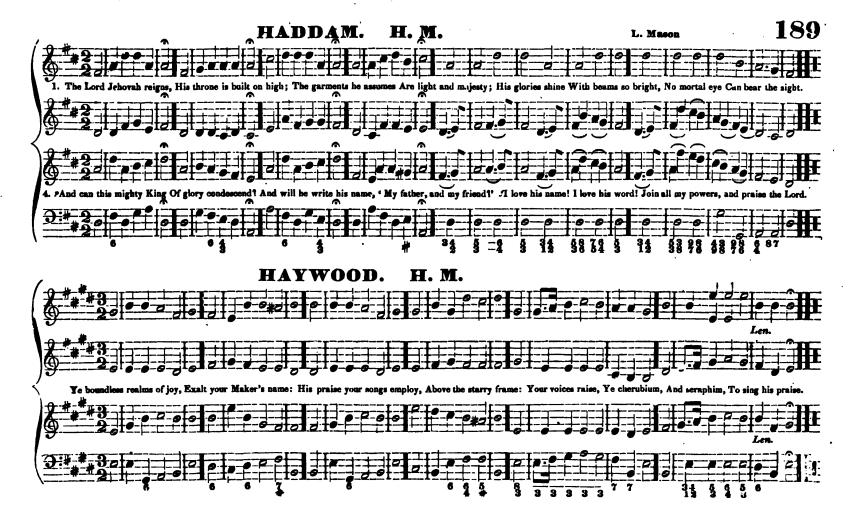


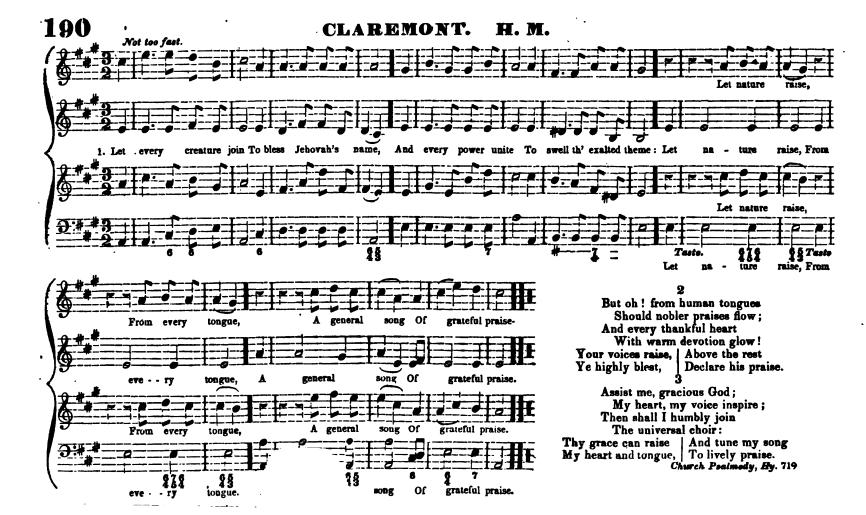




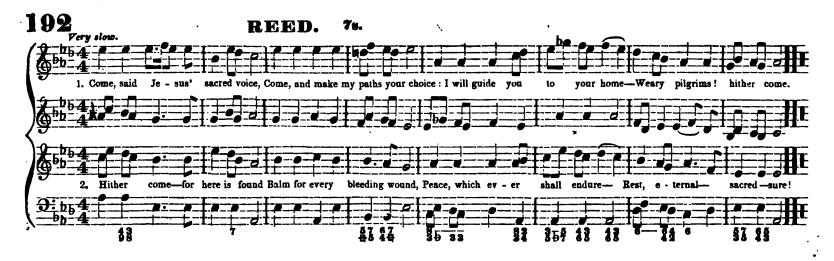


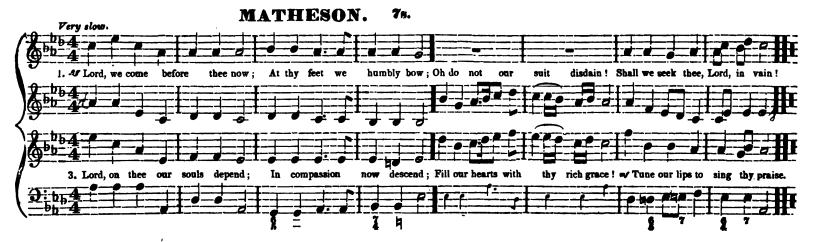








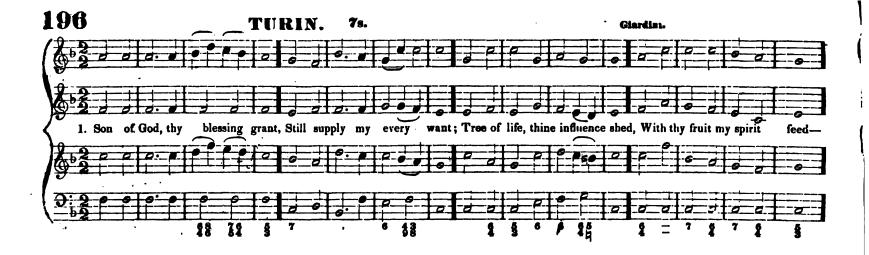










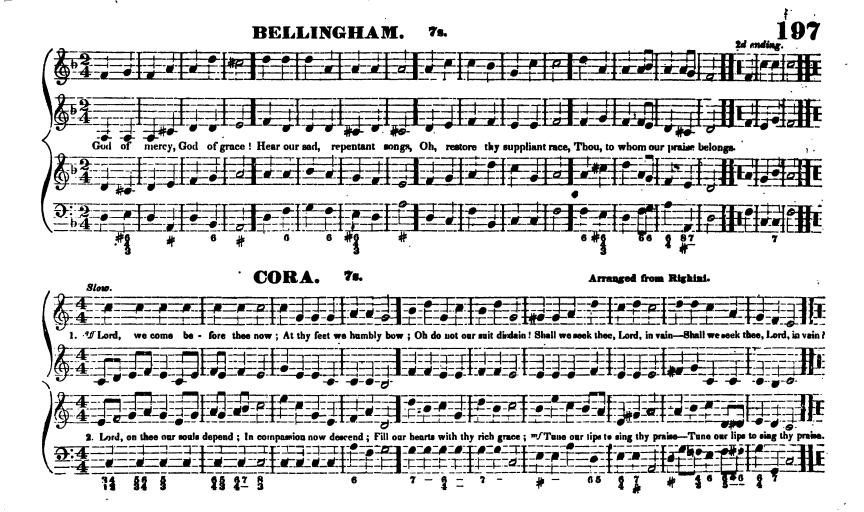




Son of God, thy blessing grant, Still supply my every want; Tree of life, thine influence shed, With thy fruit my spirit feed.

- P Tenderest branch, alas! am I; Without thee, I droop and die; Weaker than a bruised reed, Help I every moment need.
- All my hopes on thee depend;
 Love me, save me, to the end!
 Give me thy supporting grace,
 Take the everlasting praise.

Church Psalmody, Hy. 364.













6 65





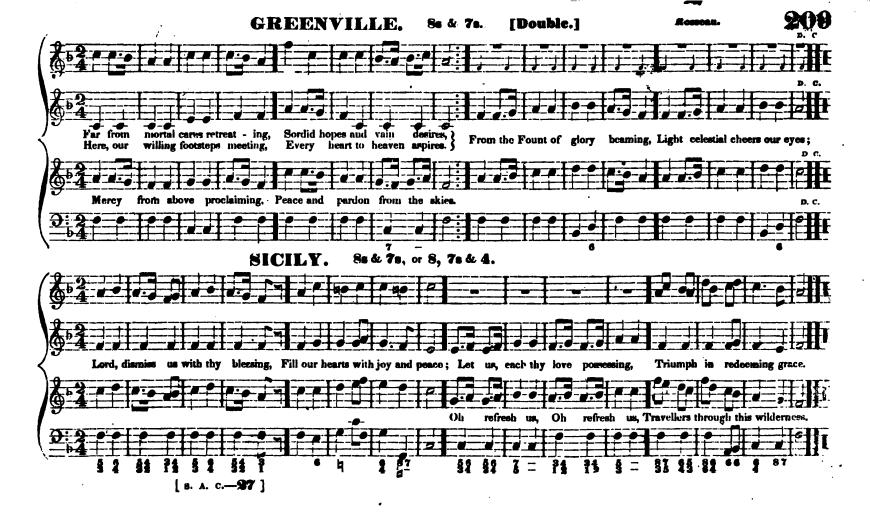




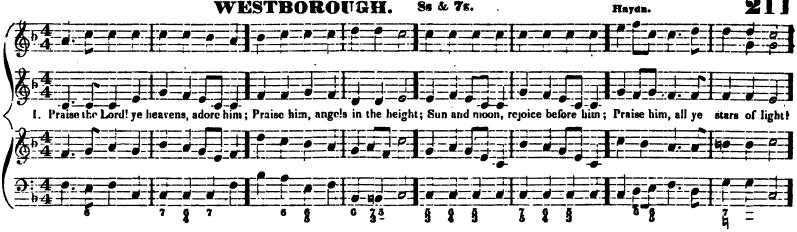


* An easier arrangement of this time may be found in the Choir.





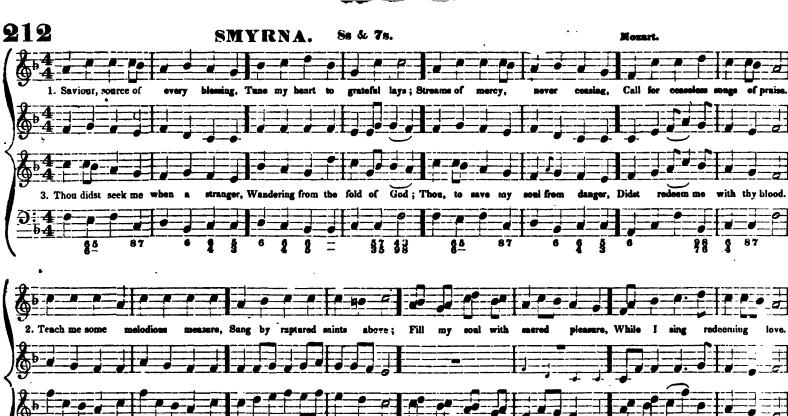


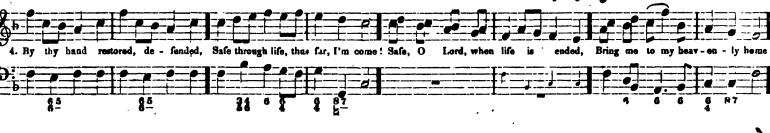




- 2 Praise the Lord—for he hath spoken; Worlds his mighty voice obeyed; Laws which never can be broken. For their guidance he hath made. Hallelujah, Amen.
- 3 Praise the Lord—for he is glorious; Never shall his promise fail; God hath made his saints victorious, Sin and death shall not prevail. Hallelujah, Amen.
- 4 Praise the God of our salvation. Hosts on high his power proclaim; He wen and earth and all creation, Praise and magnify his name; Hallelujah. Amen

Church Psalmody, Ps. 148, 6th Pt.









Thanks we give, and adoration,
For thy gospel's joyful sound;
May the fruits of thy salvation
In our hearts and lives abound!
May thy presence
With us evermore be found!

Then, whene'er the signal's given,
Us from earth to call away,

Borne on angels' wings to heaven,
Glad the summons to obey—

May we ever

Reign with Christ in endless day!

Church Psalmody, Hy. 478.

















Kingdoms wide, that see in darkness
Grant them, Lord, the glorious light;
Now, from eastern coast to western,
May the morning chase the night;
Let redemption,
Freely purchased, win the day!

J Fly abroad, thou nighty gospel;
Win and conquer—never cease!
May the lasting, wide dominions
Multiply, and still increase:
Sway the sceptre,
Saviour, all the worm around!
Church Psalmody, Hu 198.



220

AMERICA.

6s & 4s.

National Hymn.

Words by S F. Smith.





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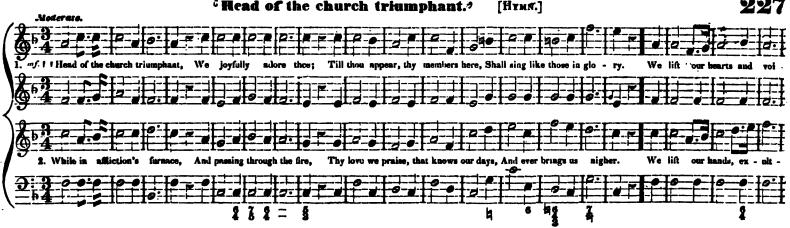












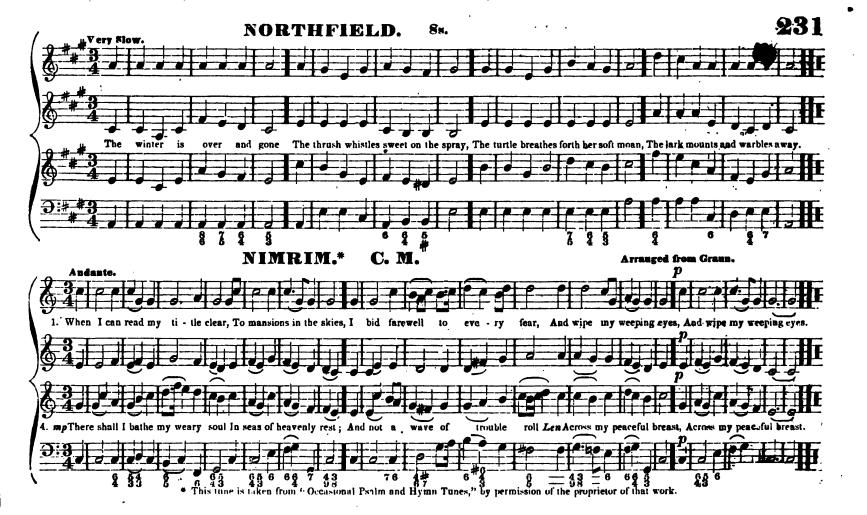


- 3. Thou dost conduct thy people Through torrents of temptation; Nor will we fear, while thou art near, The fire of tribulation. The world, with sin and Satan, In vain our march opposes; By thee we will break through them all, And sing the song of Moses.
- 4. Faith now beholds the glory, To which thou wilt restore us, And earth despise, for that high prize, Which thou hast set before us. And if thou count us worthy, We each, as dying Stephen. Shall see thee stand at God's right hand. To take us up to heaven. Church Psalmody, Hy. 403













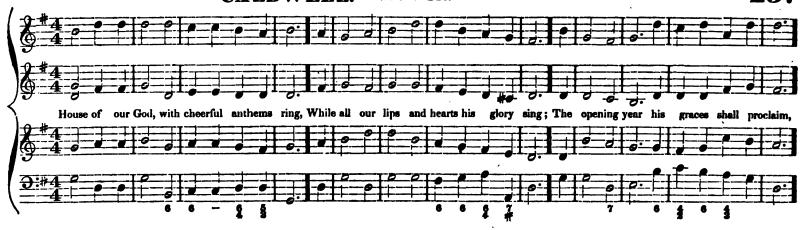


















Though in the paths of death I tread,
With gloomy horrors overspread,
My steadfast heart shall fear no ill,
For thou, O Lord, art with me still:
Thy friendly rod shall give me aid,
And guide me through the dreadful shade.

Though in a bare and rugged way,
 Through devious, lonely wilds I stray,
 Thy presence shall my pains beguile:
 The barren wilderness shall smile,

With sudden greens and herbage crowned, And streams shall murmur all around.

Church Psalmody, Ps. 23d, 1st Pt.





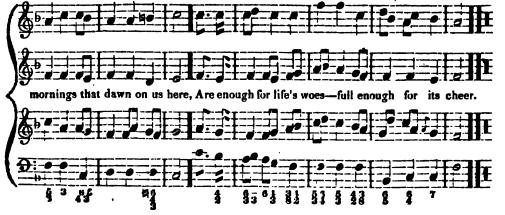
Cold on his cradle the dew-drops are shining,
Low lies his head with the beasts of the stall,
Angels adore him in slumber reclining,
Maker, and Monarch, and Saviour of all.

Say, shall we yield him, in costly devotion, Odors of Edom, and offerings divine? Gems of the mountain, and pearls of the ocean, Myrrh from the forest, or gold from the mine?

Vainly we offer each ample oblation;
Vainly with gifts would his favors secure!
Richer by far is the heart's adoration;
Dearer to God are the prayers of the poor.

Bishop Heber.





I would not live away, no—welcome the tomb, Since Jesus has lain there, I dread not its gloom; There, sweet be my rest, till he bid me arise, To hail him in triumph descending the skies

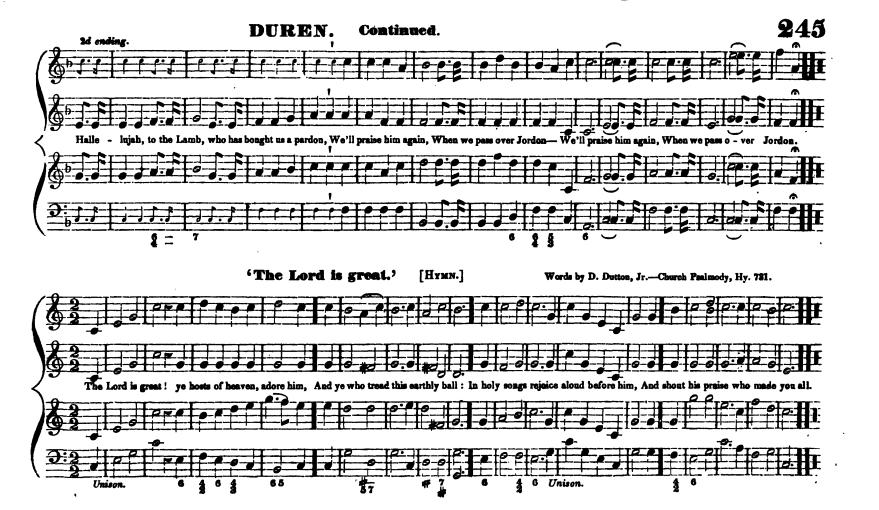
Who, who would live away away from his God;
Away from you heaven, that blissful abode.
Where the rivers of pleasure flow o'er the bright plains,
And the noon-tide of glory eternally reigns:

Where the saints of all ages in harmony meet.
Their Saviour and brethren, transported to greet;
While the anthems of rapture unceasingly roll,
And the smile of the Lord is the feast of the soul.

Epigeopal Coll.















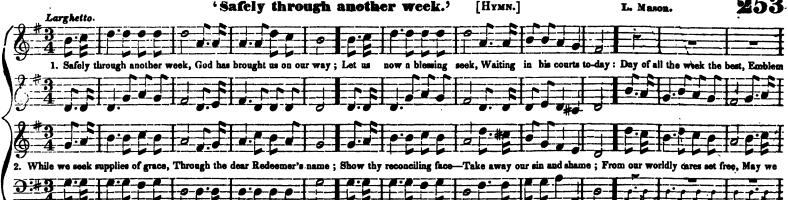














Here we come thy name to praise: Let us feel thy presence near: May thy glory meet our eyes, While we in thy house appear: Here afford us, Lord, a taste Of our everlasting feast.

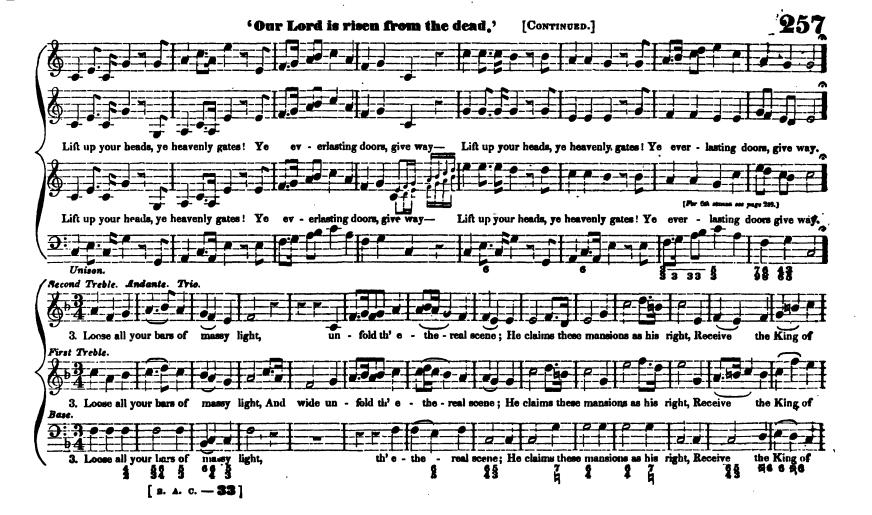
May the gospel's joyful sound -Conquer sinners—comfort saints; Make the fruits of grace abound, Bring relief from all complaints: Thus let all our Sabbath's prove, Till we join the church above.

Church Psalmody, Hy 461.









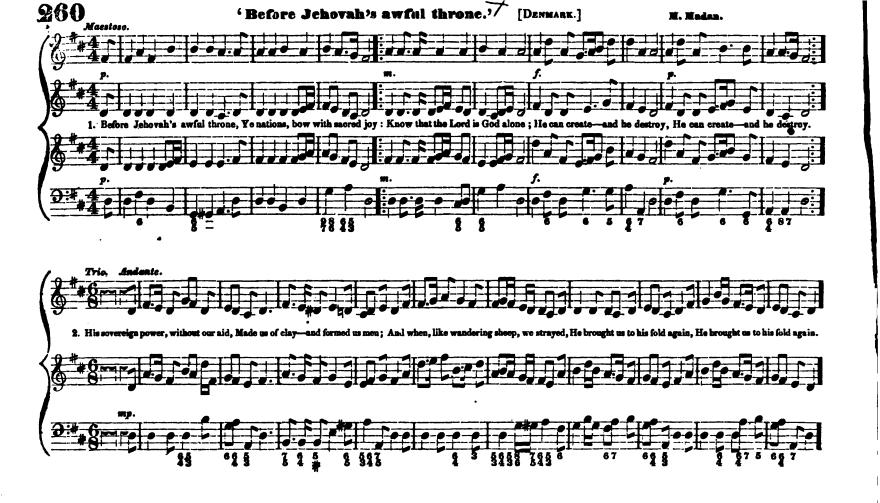






























breath---that hath breath praise the Lord---that hath breath praise the Lord.

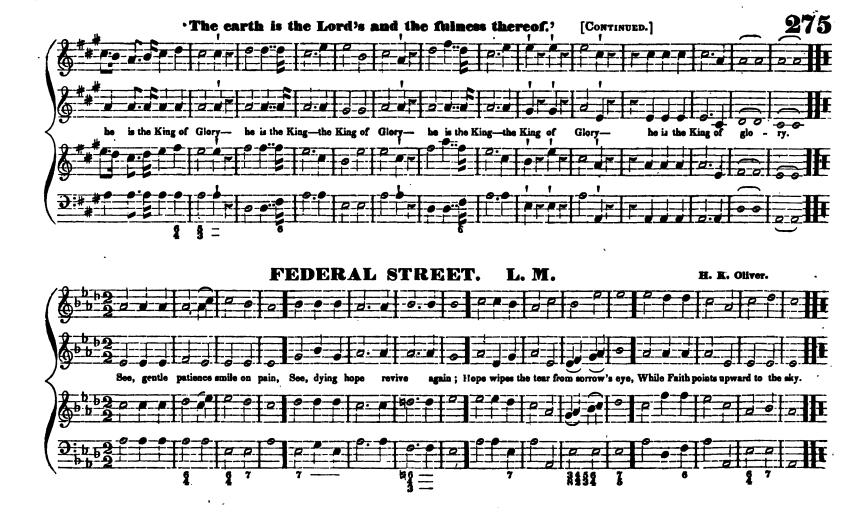
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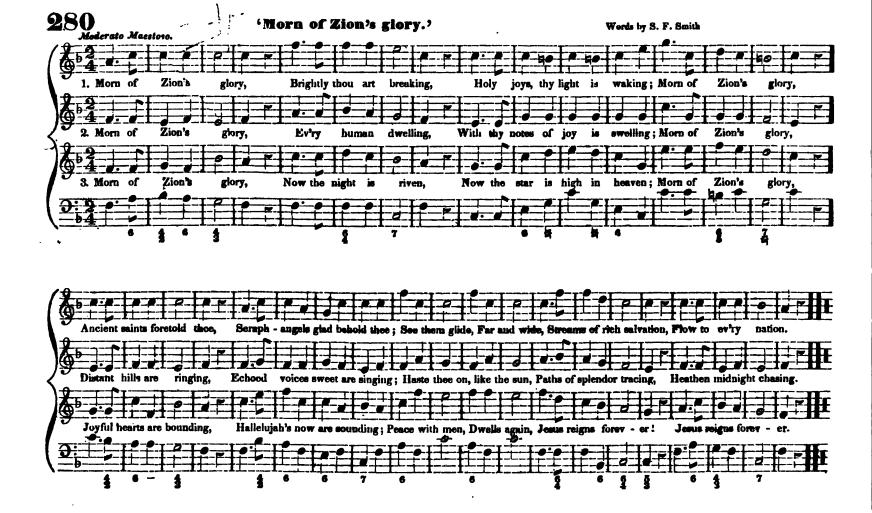




































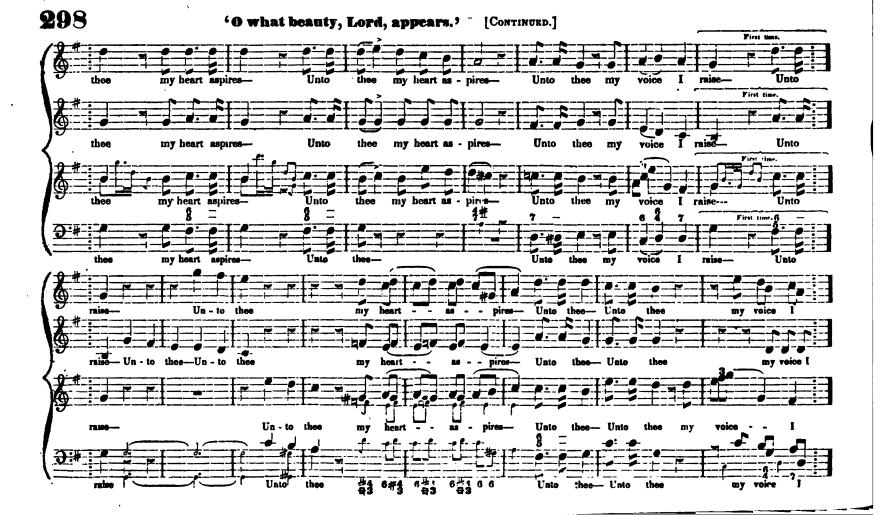
















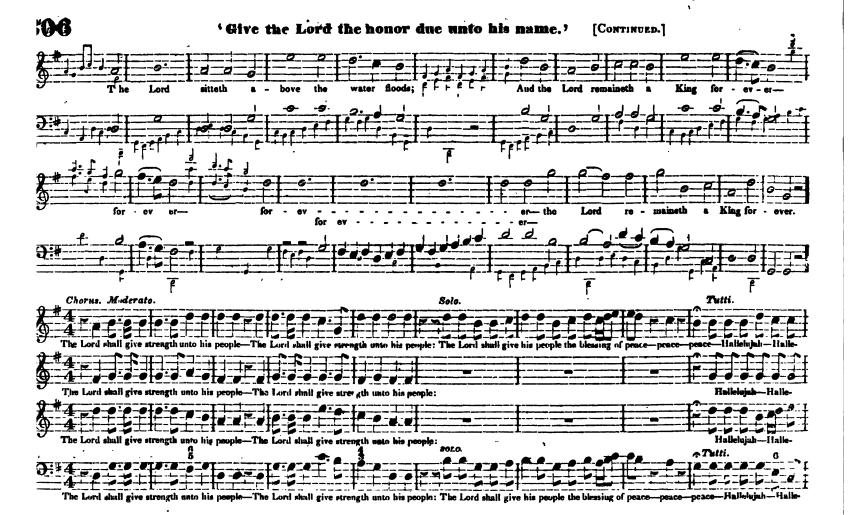




















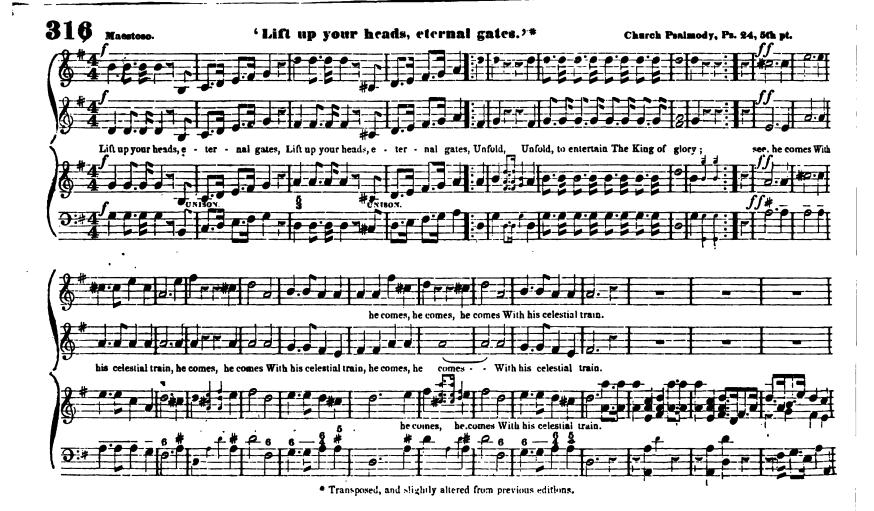






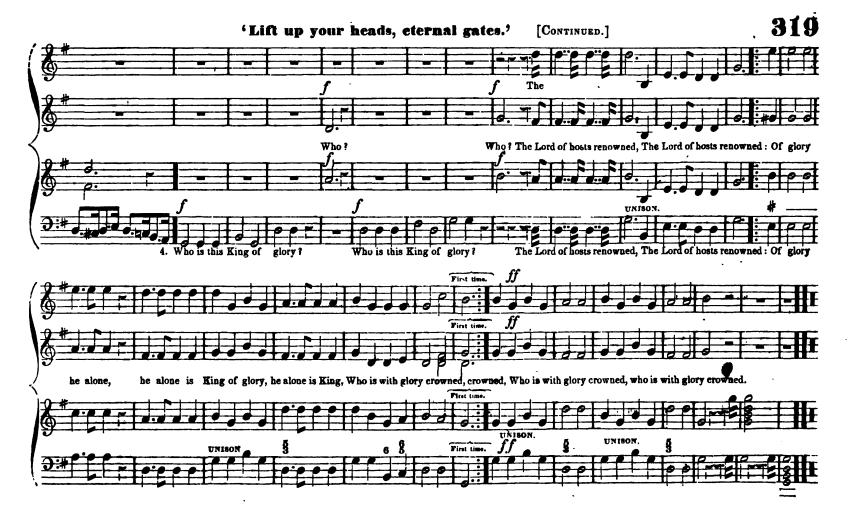
































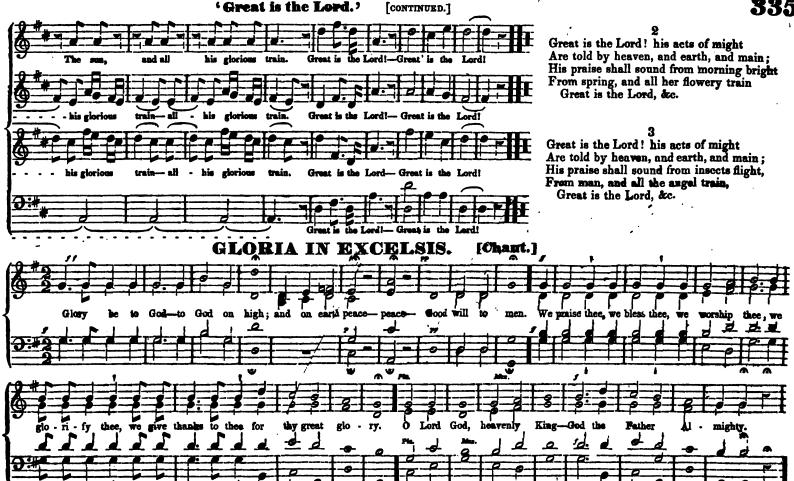






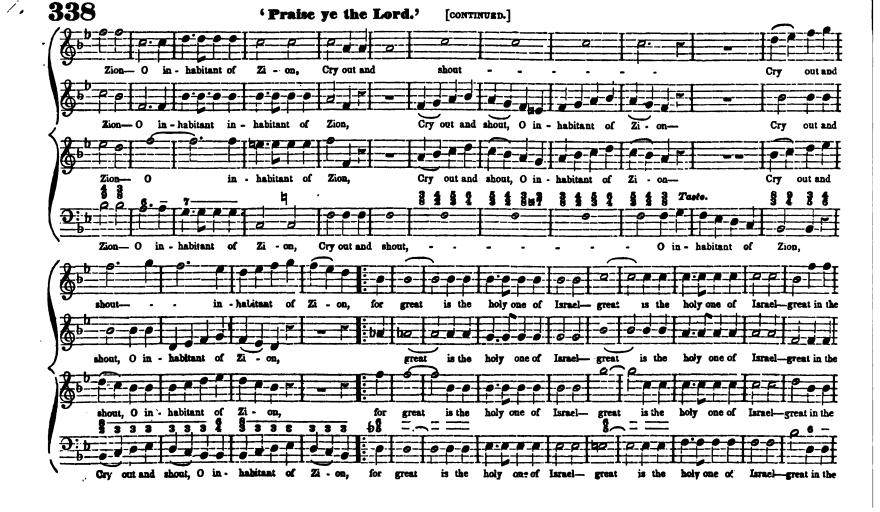
















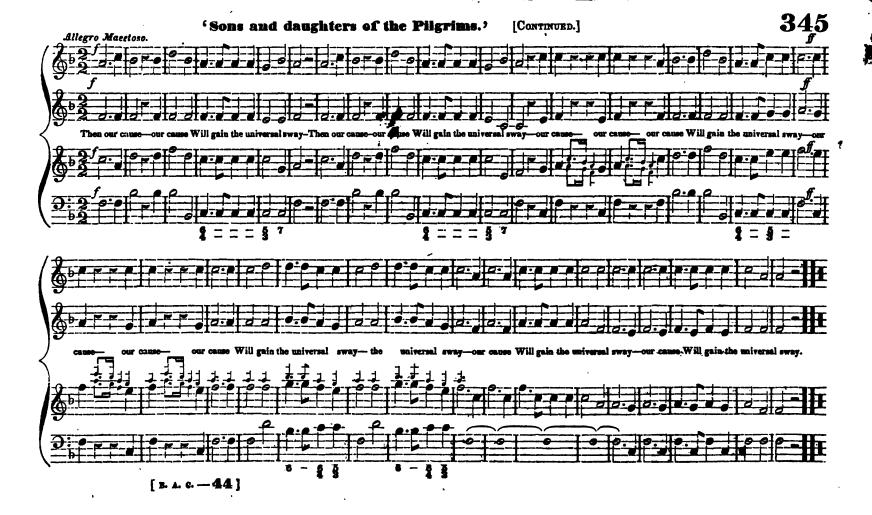


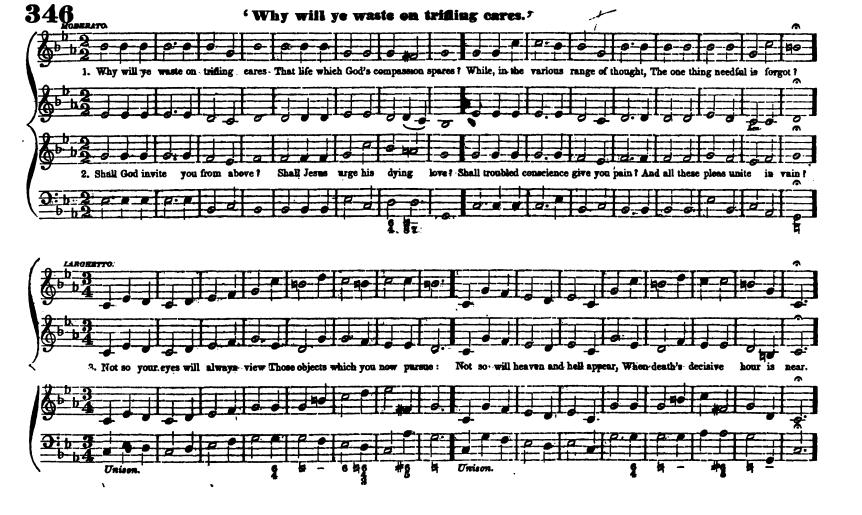
hovah forever and ever shall reign,

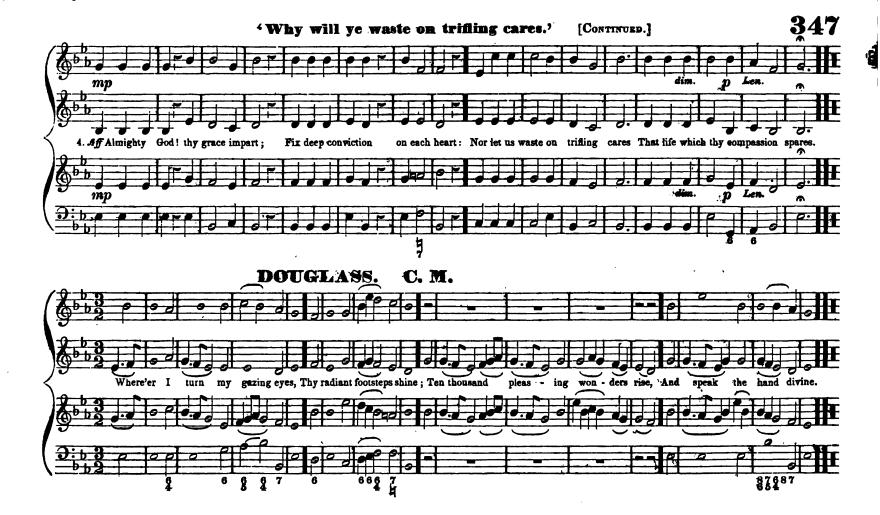
Jehovah with might shall his people increase-Jehovah shall bless his own people with peace. Jehovah shall bless his own people with peace.











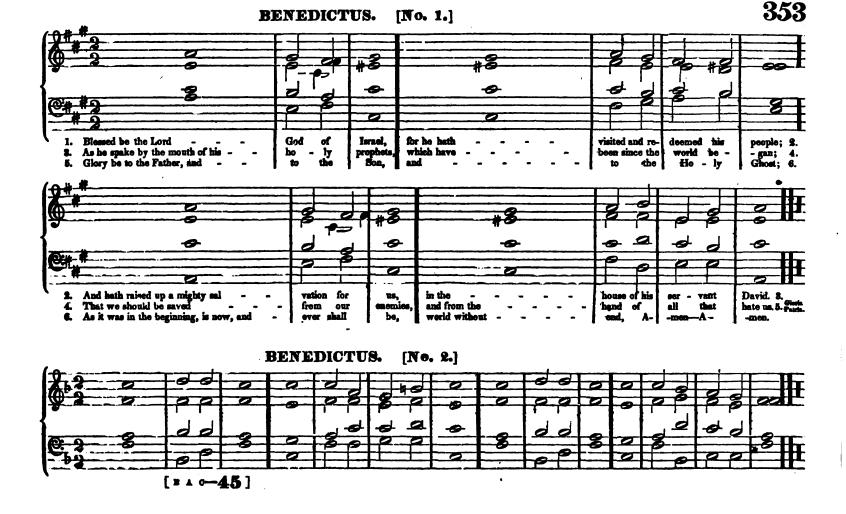


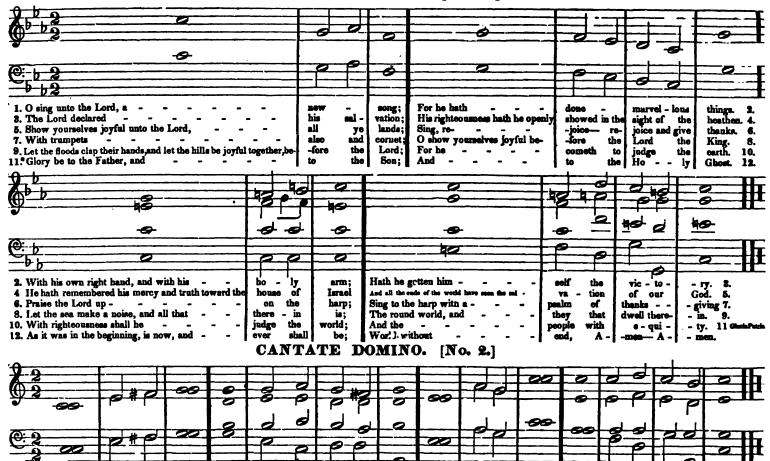


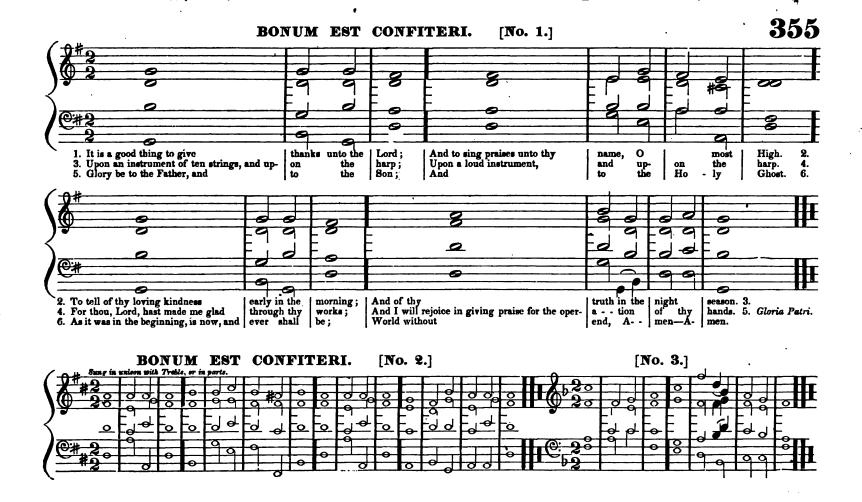


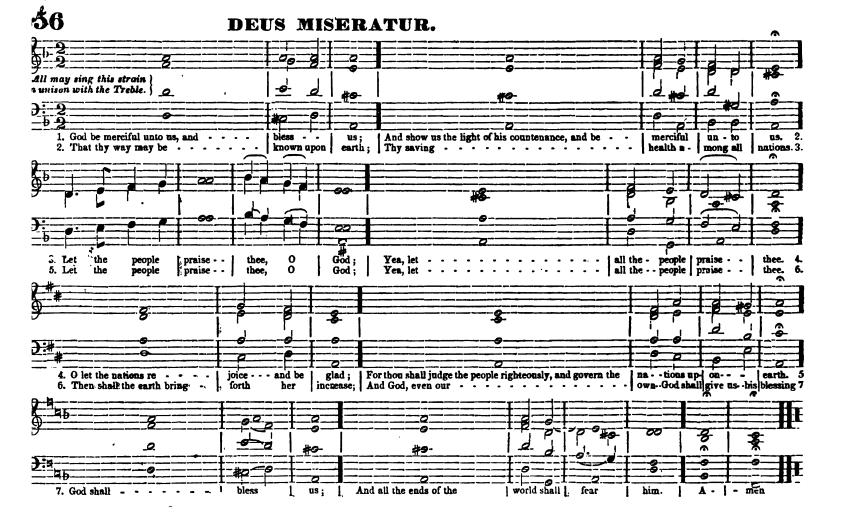
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1. O come let us	sing unto the	Lord,	let us heartily rejoice in the - , -	strength of our sal-	vation:
2. For the Lord is a	great	God,	and a great	King a - bove all	gods;
5. The wea is his, and	be made	it,	and his hands pre	- par - ed the dry	land;
7.st For he is the	Lord our	God,	and we are the people of his	pasture and the sheep of his	hand :
10/ Giory be to the Futher, and	to the	Son,	and	to the Ho ly	Ghost;
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2. Let us come before his presence	- with then		and show ourselves	glad in him v	1 1
4. In his hands are all the	corpers of t			1 P 1 1 1 1	
					also
6. p O come, let us	- worship and				
8. p O worship the Lord in the	- beauty of				of him
1. As it was in the beginning, is now, and	ever spi	ull be,	world without	end, A - men-	- A - - men
					
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